

Monkey Puzzle Day Nursery



The Old School, East Lodge, Ampthill Road, Shefford, Bedfordshire SG17 5BH

| | |
|--------------------------|----------------|
| Inspection date | 19 August 2019 |
| Previous inspection date | 21 June 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---------------------------------------------------------------|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff invest time in gaining a thorough understanding of each child's needs and interests. They make good use of this knowledge to inform the planning of play opportunities and resources. Children demonstrate that they enjoy their time at the nursery and make good progress in their learning and development.
- The manager vigilantly monitors children's progress and takes prompt action to address any weaker areas. Staff now offer children additional opportunities that support them in learning to use technology. For example, older children explore the uses of different types of telephones, keyboards and calculators.
- Staff make good use of their qualifications and put any new knowledge from training into practice. For example, their improved activity planning means that they offer children activities that are more accurately tailored to their needs and relate to their next steps in learning.
- Children follow the good example set by kind and caring staff. They demonstrate care and respect for one another as they play and talk together. Staff support children well in learning how their behaviour affects others.
- Staff build very good partnerships with parents and support them in extending their children's learning. For example, the regular opportunities for parents to stay and play at the nursery enable them to understand how their children are playing and learning and to build on this at home.
- Occasionally, during busier times, staff in the baby room do not always offer babies and young children resources and activities that interest and engage them.
- Some staff do not consistently use opportunities to support children in fully developing their skills in solving problems as they come across them in their play and interactions.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the procedures in the baby room during times of change to ensure that babies and young children are consistently offered resources and activities that interest them
- extend the opportunities for children to develop their skills in solving the problems they encounter during their play and discussions.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and the nursery owner. She looked at relevant documentation, discussed the nursery's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kelly Eyre

Inspection findings

Effectiveness of leadership and management is good

The manager and nursery owner use their experience and qualifications well to support them in continuously evaluating the nursery and to make pertinent changes. They conscientiously check on staff well-being and offer staff effective supervision that enables them to develop their practice. Arrangements for safeguarding are effective. Staff regularly refresh their training and maintain a good knowledge of this area. They demonstrate a thorough understanding of the possible threats to children's welfare and follow effective procedures to identify and report any concerns. Senior managers ensure that accidents are reviewed and that the setting is always clean. Staff consistently implement the nursery's procedures. For example, they administer medication and change babies' nappies safely and effectively, further promoting children's welfare. Staff work well with other childcare settings to ensure that children's care is consistent.

Quality of teaching, learning and assessment is good

Staff use good teaching techniques to capture and maintain children's attention. For example, babies and young children are captivated as a staff member uses puppets and props while telling a story. Children enjoy many activities that support them in learning to recognise letters and sounds. For instance, older children playing a letter game relish the challenge of naming the initial sound of objects and then identifying the corresponding written letter. Staff support children well in learning to listen. Children in the toddler room listen carefully and wait for a staff member to say 'go' before they release a car and watch it travel down wooden slopes. Children confidently use resources for a range of purposes. For example, older children use blocks with holes in to make a roadway. They then balance cardboard tubes in the holes and pretend they are skiing. Opportunities such as these support children in developing their imagination.

Personal development, behaviour and welfare are good

Staff make good use of the key-person system to support them in fully understanding each child. For example, they understand when babies need to sleep and follow their home routines as closely as possible. This helps children to feel comfortable and settled, and they build secure bonds with their key person and others. Staff offer children praise and encouragement and show them that they are genuinely interested in them. This supports children's confidence and their belief in their own abilities. Staff promote children's physical development well. For example, children develop control and coordination as they negotiate obstacle courses by crawling, climbing and jumping. Staff fully understand children's dietary needs and ensure that these are consistently met.

Outcomes for children are good

All children make good progress and develop the skills that support them when they start school. Children enjoy group activities and learn to play cooperatively together and follow instructions. For example, children in the toddler room enjoy playing musical instruments. They listen well and play the instruments loudly and quietly. Staff are vigilant and support children so that they are able to join in. This particularly helps children with special educational needs and/or disabilities, and they develop good social skills and learn to interact with their peers.

Setting details

| | |
|--------------------------------------------------|------------------------------------|
| Unique reference number | EY489726 |
| Local authority | Central Bedfordshire |
| Inspection number | 10119012 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 51 |
| Number of children on roll | 72 |
| Name of registered person | More Than Talking Limited |
| Registered person unique reference number | RP908070 |
| Date of previous inspection | 21 June 2016 |
| Telephone number | 01462 337273 |

Monkey Puzzle Day Nursery registered in 2015. The nursery employs 18 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and 10 hold qualifications at level 3 or above, including one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

