

# Inspection of Monkey Puzzle Day Nursery Colchester

1 Villa Road, Stanway, Colchester, Essex CO3 0RH

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Inspection date: 14 October 2019

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Significant weaknesses in leadership and management mean that staff are not supported to develop their practice. There are no clear management roles.

Staff fail to gather detailed information about children so that they can tailor support and care to meet their individual needs. Children new to the nursery are left crying and unsettled because staff are unaware, and unable to support them, to feel safe and secure.

Toddlers and pre-school children are not prepared for the next stage of learning because of a lack of opportunities and resources. Staff working with older children are not ambitious about what the children can achieve and fail to provide varied and stimulating experiences to capture their interests and engage them in purposeful play.

Babies are well supported and enjoy their nursery experience. Staff know the babies well. They attend to their personal needs efficiently so that their emotional well-being is promoted and they feel secure.

Children are provided with some experiences which extend their communication and physical skills. They go for walks in the local area and specialist teachers visit the nursery to provide Spanish lessons and yoga classes.

## **What does the early years setting do well and what does it need to do better?**

- Leaders have failed to appoint a suitable named deputy who can take responsibility in the manager's absence. The registered providers lack nursery management experience and many aspects of leadership are weak. Staff monitoring is not effective and some staff are not supported to carry out their roles and responsibilities effectively or improve the quality of teaching.
- Children new to the nursery are not supported to help them settle, especially those who speak English as an additional language. Staff do not take steps or have resources to help them communicate with the children, for example, by learning key words in their home language, or sharing dual-language books.
- Children with special educational needs and/or disabilities are not supported so that they can participate in activities of their choice. Staff do not follow children's individual interests. For example, they prevent children from continuing their play with water when they show curiosity and want to experiment with it.
- Mealtimes are not well organised for the older children. Staff are not deployed so that they can support and supervise them effectively. Children become restless while they wait to be provided with their knives and forks and try to help themselves to the utensils and hot food. Mealtimes for babies are relaxed and

well organised. They are supported well and enjoy this time of day to develop their independence skills and learn good behaviour around mealtimes.

- Staff caring for the older children do not plan effectively for their learning. Activities are not stimulating or exciting. There are limited role-play resources for children to engage in imaginative play. The book corners are rarely used as they are uninviting and do not provide a comfortable space for children to extend their literacy skills. There are limited learning opportunities in the garden area, which also lacks resources to help to promote children's physical skills.
- Babies enjoy exploring different-coloured paint as they use their hands, feet and bodies to mix the paint. They are provided with mirrors to see themselves. Staff know the babies well and recognise which babies will enjoy this experience and which ones will need extra support.
- Staff are encouraged to complete online training to help them meet their mandatory training requirements and extend their knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of the types of abuse and recognise the known indicators that a child might be at risk of harm. Staff and leaders regularly update their safeguarding knowledge, for example, through appropriate training. Leaders understand their responsibilities to refer any allegations about staff to the appropriate authority and follow advice provided by such professionals. Leaders follow safer recruitment procedures when employing new staff and ensure that the appropriate checks are in place to assess the suitability of new staff. Leaders carry out safety checks each morning before children arrive.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure that there is a named deputy who is capable and qualified to take charge in the manager's absence	15/11/2019
ensure that key persons understand their role to help them to meet every child's individual needs and support children effectively to settle in the nursery	15/11/2019
ensure effective arrangements are in place to support children with special educational needs and/or disabilities	15/11/2019

organise the premises, equipment and resources to meet the needs of all children	15/11/2019
take reasonable steps to provide opportunities for children who speak English as an additional language to develop and use their home language in play, and support their communication and language skills to enable them to articulate their needs	15/11/2019
ensure that staffing arrangements and the deployment of staff meet the needs of all children	15/11/2019
use information about the individual needs, interests and stage of development of each child to plan challenging and enjoyable experiences for all children	15/11/2019
implement effective arrangements for the supervision of staff to provide them with support, coaching and training to help them to raise the quality of standards higher.	15/11/2019

## Setting details

<b>Unique reference number</b>	2504015
<b>Local authority</b>	Essex
<b>Inspection number</b>	10126786
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	159
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Smj Childcare Ltd
<b>Registered person unique reference number</b>	2504014
<b>Telephone number</b>	07852988986
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Monkey Puzzle Day Nursery Colchester registered in 2018. The nursery employs 18 members of childcare staff. Of these, 10 hold early years qualifications at level 2 or above, including the manager, who holds an early years qualification at level 4. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Lynn Hughes  
Sue Mann

## Inspection activities

- This inspection was carried out following a risk assessment.
- The inspectors completed a learning walk with the registered provider to observe how the provision and the curriculum are organised.
- The inspectors observed adult-led activities and evaluated them with the registered provider.
- The inspectors held a number of discussions with the registered providers and staff. They looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspectors spoke to children at appropriate times throughout the inspection.
- The inspectors took account of the views of parents spoken to at the inspection and through responses to questionnaires.

We carried out this inspection 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.

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