

Inspection of Monkey Puzzle Day Nursery Otley

The Old Surgery, Westgate, Otley LS21 3DT

Inspection date:

20 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enter the setting confidently. Staff encourage them to be as independent as possible. Even the youngest children feed themselves at meal and snack times. Older children put on their own coats and boots and wash their hands as part of the daily routine. The quality of teaching is variable across the setting. Where teaching is effective, opportunities are planned well and children are engaged in their learning. Children have access to a range of resources. However, the quality of these is not consistent in every room. In the baby room and pre-school room, resources are carefully chosen and adapted to build upon children's prior learning. For example, in the pre-school room, staff are perceptive to children's interests. Following on from a frosty morning the previous day and the children's observations of crispy white leaves, staff provided creative materials for children to re-create what they found. In the toddler room, learning opportunities and resources do not meet the needs of all children. Children's next steps are not clearly known by all staff and activities do not promote curiosity or prolonged engagement. Staff support children to manage their own behaviour and develop positive attitudes towards one another and adults. Children take turns, can share and enjoy each other's company. When routines or learning opportunities do not correctly meet children's stage of development, they can become restless, frustrated and disengaged.

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

- Staff in the pre-school room check children's progress and plan activities which motivate them. They take account of children's stages of development and next steps in their learning.
- Communication and language is promoted in the pre-school room. Children enjoy listening to stories and are keen to take part in discussions with adults and other children. The introduction of phonic songs has had a positive impact on children's knowledge of letter sounds.
- Staff in the pre-school room and the baby room encourage curiosity, awe and wonder. Regular science activities take place with the older children. They excitedly look forward to these and are keen to take part and share their knowledge. In the baby room, children explore ice blocks and sensory materials. They demonstrate concentration and intrigue.
- Staff ensure that children play outdoors each day and experience the fresh air. Babies have their own garden space to explore safely. Older children use climbing equipment. They display good physical control of their bodies. A group of pre-school children excitedly followed a member of staff around an obstacle course. Children were challenged to complete the obstacle course and delighted in doing so, repeating the activity a number of times.
- Babies have secure attachments with staff. Staff working in the baby room

ensure that their needs are met promptly. These mirror home routines because staff work closely with parents. It is a calm environment. Babies are comforted at sleep and feeding times. These warm interactions have a positive impact on the children's well-being.

- Children's care and hygiene routines are not consistently met in all of the rooms. Children were cold and became frustrated and upset when waiting for a prolonged period of time at mealtimes. The needs of children who were tired and needed to rest were not acted upon in a timely enough manner.
- Staff feel supported by leaders and managers. They receive a comprehensive induction and regular supervision. Managers are conscious of their workload and well-being.
- Relationship with parents are strong. Parents' views are gathered by managers. Parents speak highly of the staff and the relationships that they have with the children. Parents value the electronic system, which is used as a regular update service. They would recommend the setting to others.
- Managers do not have a clear understanding of areas for improvement. Monitoring is not focused sharply enough on how to develop staff so that they can improve. The intent of the curriculum is not consistent across the setting in all of the rooms because some staff lack an understanding of how to move children on in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The nursery manager and the staff have a thorough knowledge of the signs of abuse and know how to report these. Safer recruitment processes are in place to ensure that staff employed at the setting are suitable to care for the children. Induction at the start of their employment ensures that staff complete all necessary safeguarding training required in a timely manner. The premises are safe and clean with a secure entry system in place. Staff are fully aware of the allergy and medical requirements of the children in their care.

What does the setting need to do to improve?

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

	Due date
consider children's individual needs, interests and stage of development. This should be used to provide appropriate learning opportunities and meet individual care needs of all children in the setting	31/01/2020

ensure that a child's care is tailored to meet their individual needs and that their needs are met in a timely manner	31/01/2020
strengthen the monitoring process to support staff in undertaking appropriate training and professional development, so that the quality of learning opportunities and care will improve, particularly for toddlers.	31/01/2020

Setting details

Unique reference number	EY549089
Local authority	Leeds
Inspection number	10126927
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	75
Number of children on roll	72
Name of registered person	Diane's Nurseries Ltd
Registered person unique reference number	RP549088
Telephone number	01943 969602
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Day Nursery Otley registered in 2017. The nursery employs a total of 21 members of staff. Of these, six hold appropriate early years qualifications at level 6, one holds level 5, one holds level 4 and four hold level 3. The nursery opens from 7.30am until 6.30pm Monday to Friday, all year round, except for a week at Christmas.

Information about this inspection

Inspector

Sarah Gordon

Inspection activities

- The inspector conducted a joint observation alongside the nursery manager.
- The inspector sampled relevant documentation, including staff files and recruitment information.
- The inspector observed the quality of teaching indoors, in all of the rooms, as well as in the outdoor environment.
- The inspector took part in a learning walk with the nursery manager.
- The inspector spoke with staff, children and a number of parents to establish their views of the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019