

Inspection of Monkey Puzzle Day Nursery Southend

Carnarvon Medical Centre, 7 Carnarvon Road, Southend-on-Sea, Essex SS2 6LR

Inspection date: 27 January 2020

Overall effectiveness

Inadequate

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

Children do not have suitably challenging or enjoyable learning experiences that interest and engage them. The same, limited resources are put out again and again. For example, role-play areas are poorly equipped and fail to engage children in imaginative play. Children quickly lose interest in playing with resources such as magnetic blocks and start to wander around the room looking for something else to do. Children fail to make suitable progress. Staff do not have high enough expectations for them and what they could achieve. Children with special educational needs and/or disabilities (SEND) are unsupported and are very much left on their own.

Children do not have consistent key persons to help them settle or to ensure that their individual needs are met. Babies' needs are not always met, as staff do not know their routines or how best to settle them. This does not help children to feel safe, secure and settled. Children are unable to learn how to manage their own behaviour. They run about indoors and some throw objects unchallenged as staff are too busy to intervene. Children go outside daily, but have very few opportunities to explore and enjoy playing in the fresh air.

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

- The provider, who is also the manager, has failed to ensure that she has met all the requirements of the early years foundation stage. Despite previous Welfare Requirements Notices being issued, many actions are still unmet and the provision for children is inadequate.
- The provider has failed to consider the different ages and needs of the toddlers and pre-school children to ensure that their individual needs are met. Staff working in the rooms are too busy with routine tasks, such as tidying up and helping children to go to the toilet. This means that there is no one to sit down with children to support their learning.
- The provider has failed to ensure that children have stimulating, challenging and exciting learning experiences and activities which cover all the areas of learning. Resources, particularly those for toddlers and pre-school children, are extremely limited. Therefore, children have little variety and quickly become bored and disengaged. In addition, resources and opportunities for children to explore and play outside are inadequate, which means that children do not enjoy being outside.
- The provider has failed to ensure that staff observe and assess children's achievements regularly. Staff lack the knowledge and understanding of how to accurately assess children's achievements to identify gaps in their learning. Current assessments of children show that they have not made expected levels of progress in relation to what is expected for their ages. Therefore, they will not

be ready for the next stage in their learning. Parents are unaware of their children's progress as staff have not shared children's learning and development with them.

- Children with SEND do not receive the support they need. The provider has failed to put in place effective arrangements to ensure that children with SEND are referred to, and receive, the specialised services that can help.
- The key-person arrangements fail to ensure that every child has a special person who they can build a relationship with. Parents are unsure of who their child's key person is. Children are unsettled and unsure of who to turn to for a cuddle or reassurance. The lack of consistent, employed staff means that the provider relies heavily on temporary staff who do not know children's individual needs, characters or how best to soothe or support them.
- The provider has failed to ensure that staff have the necessary skills and knowledge to manage children's behaviour effectively. Children run about the room and throw toys, unchallenged by staff or the provider. This puts other children at risk of harm.
- The provider fails to ensure that staff maintain an accurate record of children's arrival times. This means that, in the event of an emergency, staff do not know how many children are present.
- Staff have completed some online training to help support their professional development and practice. However, this has failed to improve the quality of education or the experience they provide for children.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to ensure that risk assessments identify and minimise all potential hazards. For example, plug sockets are not checked to ensure that they are switched off. Tables and chairs are placed right beside the sockets, which means that children could easily poke objects into them, including their knives or forks at mealtimes. Staff have a suitable understanding of child protection and wider safeguarding issues. They have all undergone online training to help ensure they know the signs and symptoms which could indicate a child is at risk of harm.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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ensure staff are effectively deployed to meet the needs of all children, particularly when mixed-age groups are in the same room	28/02/2020
ensure arrangements are put in place to support children with SEND	28/02/2020
ensure each child is assigned a key person to offer a settled relationship and to tailor their care to meet their individual needs	28/02/2020
ensure all staff understand how to manage children's behaviour to provide a consistent approach	28/02/2020
improve risk assessment to ensure that all possible hazards to children are identified and prompt steps are taken to minimise the risk to children	28/02/2020
ensure an accurate record of children's actual arrival and departure times is maintained.	28/02/2020

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

	Due date
provide children with consistently challenging and enjoyable learning experiences which cover all seven areas of learning to ensure they make good progress in relation to their starting points	28/02/2020
improve the range of resources, particularly for toddlers and pre-school children, to ensure that they are fully engaged and stimulated to learn	28/02/2020
review and improve the range of opportunities, particularly in the outside space, to ensure that children are suitably challenged	28/02/2020

ensure staff regularly observe children to identify children's individual level of achievements and their interests, and use this information to accurately assess children's progress and plan for what they need to learn next.	28/02/2020
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Setting details

Unique reference number	2525564
Local authority	Southend-on-Sea
Inspection number	10144033
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	60
Number of children on roll	26
Name of registered person	Dolly And Bear Ltd
Registered person unique reference number	2525563
Telephone number	07825873479
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Day Nursery Southend registered in 2019. The nursery employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Opening times are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Mann

Inspection activities

- The inspector observed children inside and outside in the garden.
- The inspector tracked two children and held discussions with the manager regarding how she organises the learning environment.
- The inspector spoke to available parents, children and staff.
- The inspector sampled evidence of staff suitability and qualifications.
- The inspector and the manager toured the premises together.

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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