

# Inspection of Monkey Puzzle Day Nursery Harrow

82 Gayton Road, Harrow, Middlesex HA1 2LS

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Inspection date: 4 October 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

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**

Leaders do not effectively monitor the quality of the nursery. Sufficient action has not been taken to address key areas of weak practice. This means they are not meeting several requirements of registration. Additionally, the provider has failed to notify Ofsted of a significant change; this is a breach of requirements. Staff are not always deployed well to support children's learning experiences at nursery. This results in some children wandering around without purpose. The key-person system is ineffective. For example, not all parents know who their child's key person is. Furthermore, some children in the baby room do not settle as they are passed from adult to adult. This compromises their emotional well-being.

Despite the weaknesses in staff practice, children have opportunities to develop their physical skills as they climb and walk along balancing beams, and they generally behave well. They take turns, learn how to share and play cooperatively with their friends. However, in the toddler room, staff do not always use what they know about children to effectively help them regulate their behaviour. Children's communication skills are not always well supported, especially those who speak English as an additional language.

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

- Leaders are aware that children's needs have changed during the COVID-19 (coronavirus) pandemic. They are aware of what they want staff to focus on to help children progress in their development. However, staff do not follow this through well enough because they do not always use the information they know about children to build on and extend their existing skills.
- Most children participate in worthwhile activities planned by staff. Children enjoy sensory experiences as they play with water and sand. Children learn what happens to flour when you add water to make play dough. They play 'ready, steady, go' games with their friends, learning to anticipate what happens and by watching one another. Children gain new experiences and learn more about other creatures when a visiting farm brings rabbits, turtles and guinea pigs for them to discover and learn about. Most children enjoy coming to nursery and playing with their friends.
- Children enjoy singing nursery rhymes, such as 'Wind the bobbin up' and 'Twinkle twinkle little star'. Babies learn the sounds farm animals make, such as 'moo' and 'quack quack', as they play with small-world animal toys. However, children who speak English as an additional language do not have consistent opportunities to extend their vocabulary or effectively engage in activities. Some staff have key phrases to support children's communication and do not use them, and other staff are not aware of effective strategies to support children's home language alongside English.

- At times, staff do not consistently plan and sequence activities to effectively support children's learning. In pre-school, children miss valuable opportunities to develop their listening and attention skills during story time, which is full of interruptions. Staff tell children who are listening to the story to go and wash their hands as other children come and sit down mid-story. This means that children do not get the full benefit of story time and are not helped to develop a love of books.
- Most children are familiar with their routines. They learn to develop early hygiene habits, such as handwashing after they come indoors from outside play and before mealtimes. Children learn social etiquette as staff model and remind children to say 'please' and 'thank you'. However, staff do not always consider risks in the environment or activities to assure children's safety and well-being.
- Leaders do not use performance management processes, such as staff supervision, to identify and deal with issues relating to their practice. This results in weaknesses in staff practice. For example, their interactions with the children are not of good enough quality to help children make good progress.
- Children benefit from freshly prepared meals, which take into account their individual dietary needs. However, staff, particularly in the baby room, do not ensure that children do not share food, which exposes them to risk of cross-infection during activities.
- Parents report that they are satisfied with the information shared by staff. They access information about their child's day through the setting's online application and on arrival and at collection times.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders fail to safeguard children effectively. They are not aware of how to recognise and respond appropriately to safeguarding concerns. They have not ensured that confidential information is shared with only those who have the professional right to see it. Despite leaders completing safer recruitment training, arrangements for staff recruitment are not robust. Leaders do not complete the required checks or scrutinise important information to ensure staff are appropriately vetted to work with children. In the baby room, children are at risk in the environment from trailing and hanging wires because leaders fail to identify and remove hazards effectively.

## 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>
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implement robust vetting and recruitment procedures to ensure the suitability of staff	29/10/2021
improve management's knowledge of child protection issues, including how to identify and manage concerns in line with the local safeguarding partners and what to do when an allegation is made against a member of staff	29/10/2021
improve supervision arrangements to identify areas of staff development and provide solutions that ensure their practice continually improves	29/10/2021
ensure an effective key-person system is implemented that builds effective relationships with children's parents and provides children with a settled relationship with familiar adults	29/10/2021
ensure that staff are deployed appropriately to meet children's needs	29/10/2021
ensure that staff risk assess the environment and activities to prevent cross-infection between children and eliminate potential choking hazards, particularly in the baby room	29/10/2021
make sure that information about children is kept confidential and accessible only to those who have a right or professional need to see such information	29/10/2021
improve the curriculum planning and delivery to support children to make good progress; regulate their behaviour; and develop their communication and language, with particular regard to children who speak English as an additional language.	29/10/2021

## Setting details

<b>Unique reference number</b>	2578175
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10207296
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	83
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Clever Cubs Limited
<b>Registered person unique reference number</b>	2578174
<b>Telephone number</b>	02035812725
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Monkey Puzzle Day Nursery Harrow registered in July 2020. The nursery is situated in Harrow council. The nursery operates weekdays between 7.30am and 6.30pm for 51 weeks of the year, excluding public holidays. There are 10 staff members with relevant qualifications, ranging from levels 2 to 6, six unqualified staff, a cleaner and a chef. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Seema Parmar

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Parents shared their views of the setting with the inspector.
- The nominated individual/manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The nominated individual/manager and the inspector carried out joint observation of group activities and routines.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children communicated with the inspector during the inspection.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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