

Inspection of Monkey Puzzle Day Nursery Maidenhead

59a Grenfell Road, Maidenhead, Berkshire SL6 1ES

Inspection date: 25 October 2021

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

The quality of teaching is variable. Some staff do not have the skills they need to help older children make consistently good progress in their learning. Staff do not always help children to understand the boundaries by explaining their expectations of how they would like children to behave in the nursery. For example, staff explain why it is important that they do not run inside the nursery. However, they do not explain why children should not bring their chosen toys to group activities, where the objective is for children to listen and concentrate. Consequently, children are not focused and do not consistently receive good adult interactions to promote their learning.

New children settle well in the baby room and have formed secure bonds with staff, who are very warm and caring towards them. Staff nurture babies and they help the children in a calm and caring way to find activities that they enjoy. For example, younger children have regular opportunities to learn through play and exploration as they use their senses to explore the texture of sand and dough. However, staff in the older children's rooms do not have high enough expectations of what children can achieve by planning an ambitious range of learning experiences for them.

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

- The nursery has been through a period of change. The management team has sought recent advice and guidance from the local authority to address the weaknesses it has identified to support staff with behaviour strategies, particularly in the pre-school room. Although staff have received some training, they do not consistently help children to understand why certain rules are in place for the daily tasks and routines in which they are involved.
- Staff are confident to plan a range of experiences that children will enjoy. However, they are less confident about how to build on their interests to enhance children's understanding and knowledge. For example, they provide resources about Halloween, such as a pumpkin and resources to hammer into it. However, staff do not make the most of these opportunities. They do not have high enough expectations of what children can achieve to build on what they already know and can do.
- The management team has worked to identify and make improvements to the quality of the provision. Staff have completed some training to help update their knowledge and skills. However, the management team has not clearly identified the weaknesses in the quality of the curriculum and teaching.
- Children who speak English as an additional language are generally supported well. Staff use key words obtained from parents and pictures of routine times to help children to understand what will happen next.

- Staff provide a nurturing and sensitive approach to children with special educational needs and/or disabilities (SEND). Staff gain support and follow guidance from SEND professionals involved in the care of the children. This ensures that these children have a consistent approach towards their care and learning.
- Children have lots of opportunities to make independent choices and follow their own interests as they play with a variety of accessible resources. They benefit from a well-resourced outdoor play area which helps to support their physical well-being and participation. Toddlers balance on the home-made obstacle course made from low-level planks. Adults hold their hands until they feel confident to try this task by themselves. Staff are kind and praise children regularly. This helps children to develop their self-confidence.
- Parents comment that they feel well informed and especially comment on the support given to them by nursery staff during the COVID-19 pandemic. Staff encourage a continuous two-way exchange of information with parents. They provide daily feedback and encourage parents to view and make comments about their children's learning through online records.
- Although staff have regular opportunities to discuss their performance, they do not receive enough clear guidance to help them to develop their teaching skills further. However, staff enjoy working at the nursery and say that they receive good support which promotes their well-being.

Safeguarding

The arrangements for safeguarding are effective.

The management team understands its responsibilities to keep children safe. The team undertakes regular training. The management team discusses safeguarding with staff at meetings and keeps staff updated about wider safeguarding issues. Staff have an accurate understanding of the signs that a child may be at risk of harm or neglect. They know how to share these concerns and understand the importance of doing so promptly. The provider follows thorough recruitment and vetting procedures to ensure that those employed to work with children are suitable to do so. Staff deploy themselves effectively to ensure that children are supervised appropriately.

What does the setting need to do to improve?

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

	Due date
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<p>ensure that staff are given the relevant support to develop their knowledge and skills to help children gain a greater understanding of behavioural expectations</p>	<p>28/12/2021</p>
<p>ensure that staff clearly identify what children would most benefit from learning next and use this to design and deliver a well-planned and ambitious range of learning experiences</p>	<p>28/12/2021</p>
<p>monitor staff practice more closely so that support and guidance for staff focus more precisely on providing an ambitious curriculum for all children.</p>	<p>28/12/2021</p>

Setting details

Unique reference number	2510104
Local authority	Windsor and Maidenhead
Inspection number	10191596
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	74
Number of children on roll	64
Name of registered person	Little Bubbas Nurseries Limited
Registered person unique reference number	2510103
Telephone number	07960167420
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Day Nursery Maidenhead registered in 2018. It operates from ground-floor premises in Maidenhead, Berkshire. The nursery employs 18 members of childcare staff. Of these, one holds a qualification at level 6, one holds a qualification at level 5 and seven hold qualifications at level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for three-year-old children.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector had a learning walk with the manager and the room leaders, through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took account of these views.
- The inspector spoke with the nominated individual and the manager about the leadership of the nursery.
- The inspector looked at a sample of documentation, including evidence of suitability and recruitment records.

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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