

# Inspection of Monkey Puzzle Day Nursery

Fairley House, Waltham Cross EN7 6LA

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Inspection date: 28 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children arrive happily at the nursery. They are greeted warmly by their room leaders, who chat excitedly about their plans for the day. Staff plan activities that build upon children's previous learning. For example, in the pre-school room, children are creating structures. One child recalls their learning about the Eiffel Tower from the previous week. Children display a positive attitude to their learning. They join in all activities enthusiastically. Staff in the baby room, in particular, plan activities that thoroughly engage children. During a sensory activity, babies are fully absorbed in investigating the various textures of cornflour.

Children across all areas of the nursery demonstrate high levels of confidence. They interact well with staff in all activities and respond well to their consistent praise and encouragement. Children and babies interact well with visitors to the nursery. They engage them in their play and talk excitedly about their favourite activities. Staff support children's transition through the nursery exceptionally well. They have well-planned procedures in place, which they adapt to meet the needs of all children. Children have numerous sessions to explore the new environment with their new key person. This means children settle swiftly without disruption to their learning.

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

- Children with special educational needs and/or disabilities are well supported in the nursery. Management demonstrate integrity in distributing additional funding appropriately. For example, they have recently purchased puppets to develop children's understanding of appropriate behaviour.
- Staff have a good understanding of individual children's interests. They use this knowledge to plan exciting activities to support children's development. For example, in the pre-school room, staff use toy vehicles to encourage children's early writing skills.
- Staff make effective use of assessment across the nursery. They have strong knowledge of children's abilities. This allows them to plan and implement a clearly sequenced curriculum, which supports the development of all children.
- Parents speak highly of staff and the care they provide. They value the strong bonds they form with children. Parents also praise the daily communication they receive about children's activities and routines. They receive regular updates on children's developmental progress.
- Staff encourage parents in continuing children's development at home. They offer ideas of activities to build on what children are learning in nursery. Families are able to access 'grab bags' from the nursery, which are resources to share at home that support children's learning.
- Communication and language skills are well supported in all areas of the

nursery. Staff regularly introduce new words and explain their meaning in age-appropriate ways. Staff in the baby room are exceptionally skilled in creating an environment that supports early communication. They engage continuously with babies, talking and singing to them and allowing them time to respond.

- Children have a good understanding of healthy lifestyles. They enjoy nutritious meals prepared by the nursery chef. During lunch, pre-school children discuss how eating healthy meals gives them energy to learn. Children in all areas follow rigorous hygiene routines. They are supported to wash their hands before eating, and after coughing and wiping their noses.
- Staff develop children's understanding of what makes them unique. Children are encouraged to celebrate their family customs and beliefs. For example, parents are invited to prepare a variety of foods that reflect their cultures and children share them with their friends at the nursery.
- Managers complete regular appraisals on staff to establish training needs. They support staff to access various online and face-to-face courses to enhance their knowledge. However, staff would benefit from more robust coaching and mentoring opportunities. This would support them in raising the quality of their teaching to a consistently high level across all areas of the nursery.
- Managers have procedures in place to monitor staff well-being. Staff have continuous access to support and advice when needed. However, in certain areas of the nursery, staff are not always appropriately allocated. As a result, staff can be overburdened with tasks at certain points of the day.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe in the nursery. They are aware of the signs and symptoms that may indicate that a child is at risk of harm. Staff know the process to follow if they have concerns about the welfare of children and the importance of contacting the correct authority in a timely manner. Management and staff complete regular risk assessments of all areas of the setting. They are aware of children's abilities and make sure play equipment is safe and appropriate for all children. The nursery has comprehensive safeguarding and health and safety policies and procedures, which managers and staff implement well.

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

**To further improve the quality of the early years provision, the provider should:**

- establish more robust methods of staff coaching and mentoring to raise the quality of teaching to a consistently high level across all areas of the nursery
- plan more effective allocation of staff to ensure some rooms are not overburdened with tasks at busier points during the day.

## Setting details

<b>Unique reference number</b>	EY553967
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10190113
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	83
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	NEK Family Limited
<b>Registered person unique reference number</b>	RP558801
<b>Telephone number</b>	01992678535
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Monkey Puzzle Day Nursery registered in 2018. The nursery employs 18 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions 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

Antonia Campbell

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education to assess the impact on children's learning.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector spoke to several parents and took account of their views.
- The inspector and deputy manager completed a joint observation of an activity to assess the quality of education.
- The inspector checked documents relating to staff suitability and qualifications, including safeguarding and first aid.
- The inspector held discussions with the manager and staff about the monitoring of learning and development in the setting. She tracked the progress of several children.

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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