

Inspection of Monkey Puzzle Pre-School

5 Church Street, Southport, Merseyside PR9 0QS

Inspection date: 22 November 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children are confident, happy and eager learners who delight in attending this warm and welcoming nursery. Due to the COVID-19 pandemic, parents no longer enter the nursery. This has not affected children in the slightest and they separate from parents and carers with smiles in eager anticipation of what they are going to do at nursery.

Children develop close relationships with the attentive and caring staff, who are always on hand to offer support and reassurance if needed. Children are very inquisitive and confidently engage in problem-solving tasks as they play. For example, children in the garden became engrossed in building a bridge that would allow a toy car to pass underneath.

Staff promote children's learning and development well. They create inviting areas that inspire children's natural curiosity. Children enjoy using magnifying lenses to identify bugs within the branches and leaves they collected on a recent walk in the local community. Staff recognise the impact that the pandemic has had on children's learning and development. They have carefully adapted their curriculum and teaching in order to address any gaps in children's personal, social and emotional development. This has helped to ensure that all children continue to make good progress.

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

- Leaders are passionate and driven in their intent to offer the very best early years experiences. Staff use their knowledge of what they know children need to learn next, along with children's developing interests, to construct a curriculum that builds upon what children know and can do. Intentions for learning are understood by all staff. The proactive staff ensure that children receive the early help and support that they need. They work together with parents and other professionals and thread advice into targeted learning plans. This helps to close any gaps in children's learning.
- Staff share their love of literacy with the children. They carefully consider how best to engage children in reading opportunities and have recently developed cosy and inviting additions to the reading corners. Children share their impressive knowledge of traditional tales. For example, one child 'told' the story of Little Red Riding Hood to the inspector, from his memory. He delighted in talking about the 'big, bad, wolf' and shared his thoughts on how Red Riding Hood could have remained safe on her journey to her grandma's house.
- Overall, leaders have a good programme of support, coaching and training for staff. Staff undergo regular supervision sessions. Their practice is observed by room leaders and, more informally, the manager. However, targets agreed with

staff are not always precise and targeted enough to help them fully understand how to develop and extend their practice to the highest levels.

- The nursery staff ensure that children are developing their independence and self-care skills. For example, at mealtimes, children are encouraged to serve their own food and carefully pour their own drinks. They confidently help each other and remind each other not to over fill their soup bowls.
- In the main, children behave well and are considerate of each other's needs and feelings. On occasions when there is conflict, staff intervene. However, they do not always support children to understand the impact of their behaviour on others or support them in resolving their own conflicts.
- Staff enhance children's experiences through their many links in the local community. The nursery sponsors a local library. Children are regularly invited to special storytelling sessions and are encouraged to borrow books. Regular trips to coffee shops and to meet the emergency service team at the nearby fire station help children to gain an understanding of their local community.
- Partnerships with parents are strong. Staff keep parents informed about their children's learning and progress. They share ideas with parents, such as reading a book, observing nature and finding different-coloured objects, to build on children's skills at home. Parents report that staff are passionate about what they do and they express that the nursery has a very family friendly feel.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff have a good understanding of the setting's safeguarding policy and they keep their training up to date. Staff recognise the signs and symptoms that would cause them to be concerned about a child's welfare. They know how to identify children who may be exposed to extreme views. Staff know how to report any concerns they may have about any children or the adults they encounter. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. Staff use risk assessments to help to minimise potential hazards and maintain a safe environment. They are vigilant about safety and maintain correct ratios to keep children safe.

What does the setting need to do to improve?

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

- strengthen the arrangements for staff supervision and provide more targeted and precise support to each member of staff, to help to build on their good knowledge, skills and practice even further
- support staff to consistently help children to understand why some behaviours are not appropriate and to develop the skills to resolve their own conflicts successfully.

Setting details

Unique reference number	2496885
Local authority	Sefton
Inspection number	10194349
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	3 to 4
Total number of places	58
Number of children on roll	48
Name of registered person	James Barrington Limited
Registered person unique reference number	RP905525
Telephone number	01704 807897
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Pre-School registered in 2018. The pre-school employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above, including two with qualified teacher status and one with early years professional status. The pre-school opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Denise Farrington

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 provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with staff, parents and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager and room leaders to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the deputy manager.
- The inspector held a meeting with the manager and the provider. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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