

Inspection of Monkey Puzzle Day Nursery Stafford

St. Paul's Parish Hall, Garden Street, Stafford ST17 4DD

Inspection date: 24 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 and parents are greeted warmly by the friendly staff and manager. Children make independent choices on the direction of their play from a selection of age-appropriate toys and resources. Children learn through an effective balance of adult-led activities and child-initiated play opportunities. As a result, children make good progress from their starting points. The well-established key-person system promotes children's emotional well-being and helps them to form secure attachments. Children with special educational needs and/or disabilities (SEND) receive good support from staff. Staff work closely with other professionals and children's parents to make sure children with SEND have appropriate support for their needs.

Children become deeply engaged in their play and remain at their chosen activity for long periods of time. Staff use children's interests to plan activities. For example, children have fun listening to a popular children's story about a bear. Staff weave the story through interesting and enjoyable activities to extend their learning. Children become engrossed in making pretend food for the bear from the story. They enthusiastically add flour and pour water into bowls. Children use a spoon to stir the mixture and say it is 'gloopy'. Staff support children's literacy skills well. Older children enjoy using their phonic knowledge to recognise letter sounds during circle time. Staff use a range of opportunities, such as imaginary play, stories and video clips, to teach children about festivals and cultures that are different from their own.

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

- The enthusiastic manager completes regular supervisions which provide opportunities for staff to talk about their workload and well-being. Staff are able to access training for professional development and receive coaching to improve their knowledge. However, this is not always as effective as it could be. For example, staff receive coaching on managing children's behaviour, but this has not yet been fully embedded. On occasions, children display unwanted behaviour which staff deal with in an appropriate way, but children are not being fully supported to learn about the impact their behaviour has on others.
- Children are supported well to develop good levels of communication and language skills. Staff introduce and model the correct use of new words and listen to what children say. Staff ask questions to find out what children already know and praise children for their efforts. Staff know the children well and use their knowledge, alongside assessments, to plan how they will develop children's learning further.
- Children have daily opportunities to practise their physical development outside, which has a positive impact on their health and well-being. Babies and younger

children show a love of songs and dancing. They join in eagerly with the enthusiastic staff, who sing and dance along with them. Older children benefit from weekly visits from a yoga teacher, they demonstrate and recall the different names of the yoga positions.

- Children enjoy a wide range of messy-play activities. Babies have fun developing their finger and hand strength as they knead, roll and stretch play dough. They show good dexterity and use small tools with confidence. Staff role model how to use different hand positions to roll play dough, to make a 'sausage shape'.
- Staff help children to develop their independence. Younger children and babies are supported to feed themselves and older children confidently cut up their own food using a knife and fork. Staff gently remind children to wash their hands before meals and after using the toilet. However, staff do not consistently organise changes between the nursery routines effectively to maintain children's learning. The organisation of lunchtime routines means children sit for a long time waiting and some children get restless.
- Partnerships with parents are effective. Staff use the online family app and face-to-face communication to keep parents informed about children's progress and their care. During the COVID-19 pandemic, the manager maintained contact with children and their families to check on their well-being and support children's learning. For example, the manager read stories via the family app for those children who could not attend and encouraged parents to take part in a pancake-making competition at home.
- Parents speak very highly of the manager and staff and comment how happy and settled their children are. They value the regular information and ideas for them to help with their children's learning at home. Close links with the local schools help to support a smooth transition to children's next stage of education.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand how to identify the signs and symptoms that could indicate a child is at risk. They understand how to report any concerns about children's welfare or the behaviour of another adult. Staff are mindful of safeguarding concerns including the 'Prevent' duty. Robust recruitment procedures ensure that staff are suitable to work with children. Risk assessments are in place and regular checks are carried out across the nursery to ensure hazards are removed or minimised. Staff are trained in paediatric first aid and follow correct procedures in response to accidents.

What does the setting need to do to improve?

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

- embed further staff's knowledge gained from coaching or training to help

support children understand why certain rules are important and how their actions can impact on others

- review and improve the organisation of lunchtime routines, to reduce children's waiting time and fully engage them in their learning.

Setting details

Unique reference number	2522405
Local authority	Staffordshire
Inspection number	10208136
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	79
Number of children on roll	69
Name of registered person	Sharma's Kiddicare Ltd
Registered person unique reference number	2522404
Telephone number	01785 250188
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Day Nursery Stafford registered in 2019. The nursery operates from Monday to Friday. Sessions are from 7.30am until 6.30pm, all year round, except for bank holidays. The nursery employs 16 members of staff. Of these, 13 hold appropriate early years qualifications from level 2 to level 6. One member of staff holds a qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The manager and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- A meeting was held with the inspector and the management team to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked evidence of the suitability of the staff working in the nursery.

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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