

# Inspection of Monmar Nursery Ltd

110 Albert Road, LONDON SE25 4JR

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Inspection date: 13 December 2021

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## **Overall effectiveness**

## **Requires improvement**

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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

Good

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

### **The provision requires improvement**

Children arrive at the nursery happy. They are supported by the friendly staff team, who help them to settle quickly. Overall, most children enjoy the activities provided. However, children do not receive sufficient variety and challenge to ensure they all make the best possible progress. Some children become bored as they repeatedly use the same resources throughout the day. This means they do not experience a wide range of learning experiences. Older children play cooperatively together. They build and construct, and navigate where bricks should go to make a shared model. They use simple mathematical concepts in their play. They talk about which tower is the tallest or shortest.

Overall, younger children are secure and have built close bonds with staff. While singing the 'Five little ducks' song, they snuggle up to staff and act out the familiar actions. Visual props support children's understanding and bring the song to life. Children behave well and understand the expectations of them because staff use positive language to re-enforce key messages, such as 'good listening'. Older children manage simple conflicts about shared resources. Children remind each other of the rules, such as waiting for their turn. However, at times, the organisation of the nursery and deployment of staff creates a chaotic environment. The raised noise levels prevent children from staying focussed and they do not get the best out of activities.

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

- Although leaders have found some areas of improvement to focus on, they have not identified that the quality of teaching is not consistently good. The curriculum is too narrow, which means children are not sufficiently prepared for their next stage in learning.
- The arrangements for supporting children with special educational needs and/or disabilities (SEND) are not fully effective. Although staff communicate with parents about their observations and children's needs, they do not take prompt action to liaise with external services. Staff do not provide the right early support to ensure that they meet all children's needs appropriately.
- Overall, staff support children's language and communication skills. They encourage children to think about what might happen next in stories. When staff sing the 'welcome song', children confidently respond to their name and talk about how they are feeling. This supports their sense of belonging and emotional well-being.
- Parents are happy with the care provided to their children. They say they like the friendly and caring staff and have opportunities to discuss their children's progress. They particularly like the new online application that leaders have introduced. Parents say that this supports effective communication, and they

enjoy receiving photographs of their children's achievements.

- Children settle well at the setting because their key persons know them well. Staff sensitively manage younger children's personal care needs. For example, they talk and sing songs with children when they change their nappies.
- Children do not consistently benefit from outdoor play and opportunities to be physically active. Children, therefore, do not have sufficient opportunities to explore their environment. Staff do not adequately support children's physical skills.
- The COVID-19 pandemic has had some impact on the staffing arrangements at the setting. The manager is sometimes required to work in the rooms to support the ratios as opposed to supporting staff. This means staff have limited support to develop their skills and good practice. Despite this, the staff are enthusiastic and say that they feel valued and supported within their work.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of their responsibilities to protect children. They know possible signs that a child may be at risk and how to report any concerns about children's safety and welfare. Leaders use effective recruitment and vetting procedures to help assess the suitability of staff. The arrangements for ensuring children's safety in the setting have improved. Leaders have reflected on a recent incident and made changes to the risk assessment arrangements to support children's safety and security in the setting.

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

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

	Due date
ensure that the curriculum is securely embedded, and that staff have a good understanding of how they can best support all children to make good progress in their learning both indoors and outdoors	31/01/2022
identify children with SEND quickly and make referrals to external services at the earliest opportunity so that their learning needs are met fully to narrow any gaps in learning	31/01/2022

<p>review and improve the organisation of the learning environment and deployment of staff to help children become more fully engaged in purposeful play and learning at all times of the day.</p>	<p>31/01/2022</p>
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## Setting details

<b>Unique reference number</b>	EY443010
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10216406
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	52
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Monmar Nursery Ltd
<b>Registered person unique reference number</b>	RP531418
<b>Telephone number</b>	020 8662 1849
<b>Date of previous inspection</b>	14 August 2018

## Information about this early years setting

Monmar Nursery Ltd opened in 2009 and re-registered in 2012. The nursery is open each weekday from 8am to 6pm, for 50 weeks a year. There are six staff who work at the nursery. The manager and two staff hold appropriate early years qualifications at level 3 and two other staff hold relevant childcare qualifications at level 2.

## Information about this inspection

### Inspector

Laura Brewer

## 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 inspection was carried out following a risk assessment after concerns had been raised.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- Leaders and the inspector carried out a joint observation of an activity.
- The inspector sampled some of the setting's documentation, including evidence of how staff suitability had been assessed and risk assessment arrangements.

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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