

Inspection of Monkey Puzzle Day Nursery Aylesbury

Broughton House, 241 Tring Road, AYLESBURY, Buckinghamshire HP20 1PH

Inspection date:

9 September 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children follow routines and procedures to keep themselves safe, such as learning how to climb stairs and how to evacuate safely in the event of an emergency. However, weak understanding and implementation of the safeguarding policy and procedures, and lack of response to potential concerns, mean that safeguarding is not effective.

On the whole, children have fun at nursery and they behave well. For example, they play in water and find out which items will float and sink. They listen and respond to staff when they ask them questions about what has happened. However, children do not always benefit from meaningful learning opportunities. They are not equally well prepared for their next stages of their education. For instance, staff do not effectively consider what they want children to learn and their expectations are not always realistic. At times, learning lacks purpose and children lose interest.

Children are happy in the nursery and they are eager to play with their friends. Children are confident and sociable. During mealtimes, they excitedly talk to visitors about toys that they enjoy playing with and things that they have made, such as paper chains.

Children benefit from close communications between their key person and parents. Managers review procedures throughout the COVID-19 (coronavirus) pandemic, to ensure positive two-way communications. This has enabled parents to share key information about their children's care. This helps children to settle in well.

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

- The provider ensures that all staff receive safeguarding training to keep their knowledge up to date. Managers ensure that a safeguarding policy and procedures are in place. However, these actions are not effective. For example, managers do not use their knowledge to swiftly identify and refer all concerns regarding children's welfare. This means that they do not implement their policy and procedures effectively. Managers do not seek information from and share it with other professionals, such as the local authority, to protect children's welfare. This puts children at risk of harm.
- Staff do not demonstrate a consistent understanding of what they want children to learn and why. They do not always consider the skills and knowledge that they want children to develop. This means that, at times, children do not benefit from purposeful learning. For example, older children explore bubbles in a planned group activity. Staff say that children will learn about how bubbles change. However, they do not fully consider how they will teach this concept

and the activity becomes a turn-taking activity with limited learning. At other times, teaching is more successful. For instance, staff skilfully ask toddlers questions to help them make predictions about what will happen in their floating and sinking experiments.

- Staff do not have a consistently good understanding of the stages of development of different-aged children. This means that, at times, their expectations for children are unrealistic. For example, staff expect younger children to sit for extended periods for song time. Children lose interest quickly but, when they attempt to crawl or toddle away from the activity, they are redirected back by staff. This impacts children's enjoyment of their learning.
- The staff team have made improvements to opportunities for outdoor learning and play. Staff reorganise the outdoor space and they have increased opportunities for children to learn about planting and growing. For instance, children enjoy learning how to care for fruits and vegetables, such as strawberries, peppers and tomatoes. They pick their crop and enjoy tasting them during snack time.
- Staff support children's personal needs suitably well. As part of induction, they seek precise information about children's care routines, such as sleeping and potty training. Staff work with parents to support transitions for children effectively. They demonstrate this by liaising with parents when children begin to recognise their bladder urges. When children transition straight to the toilet, staff share information about the benefits of this with parents. They provide guidance about how to make adaptations at home, so that children can sit on a full-sized toilet. Parents report that partnership working to support this process has been extremely helpful.
- Staff use a range of techniques to support children when they struggle to manage their feelings and emotions. For instance, they give children clear instructions. They talk to them about what is happening 'now' and 'next'. They provide positive praise and distract children with their favourite stories and songs, when they identify that they are upset.
- Managers monitor staff practice. For instance, they undertake unannounced observations. They complete regular supervisions and set staff targets for improvement. However, as staff do not receive enough direction to improve their practice, this results in inconsistencies in the quality of education across different age groups.
- Managers have high regard for staff well-being. For instance, the manager has recently completed training to help her promote good mental health. The manager supports her team effectively, such as by giving them allocated time to complete their duties within the working day.

Safeguarding

The arrangements for safeguarding are not effective.

Several breaches of the safeguarding and welfare requirements compromise children's safety. Managers are not alert to concerns in children's home lives which may indicate that they are at risk of harm. This means that they do not raise issues

of concern. Managers do not recognise when they need to obtain further information or refer information they do have to the local safeguarding partnership to keep children safe. Managers establish arrangements to ensure that the premises are safe for children. For example, staff assess and minimise risks each day, such as in the garden. Staff follow company procedures and cleaning regimes to minimise risks during the COVID-19 pandemic.

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 all staff, including managers, fully understand and implement the safeguarding policy and procedures	07/10/2021
ensure that all staff have an up-to-date knowledge of safeguarding issues and are able to identify and respond to concerns regarding children's welfare	07/10/2021
obtain and share children's records from other settings they attend and with the local safeguarding partnership to keep them safe	07/10/2021
ensure staff understand how to plan and deliver a coherently sequenced curriculum	08/11/2021
ensure staff understand children's stages of development so that their expectations for children in all age groups are realistic	08/11/2021

Setting details

Unique reference number	EY558216
Local authority	Buckinghamshire
Inspection number	10190081
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	69
Number of children on roll	58
Name of registered person	Broughton House Daycare Ltd
Registered person unique reference number	RP558215
Telephone number	01296435435
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Day Nursery Aylesbury registered in 2018. It is located in Aylesbury, Buckinghamshire. It opens weekdays, from 7.30am to 6.30pm, for 51 weeks of the year. The nursery employs 16 members of staff. Of these, 14 work directly with the children; seven hold qualifications at level 3 and four hold qualifications at level 2. The nursery accepts funding for the provision of free education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at nursery.
- The inspector spoke with the operations manager and manager about the leadership and management of the nursery.
- The inspector carried out joint observations of group activities with the manager.

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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