

Inspection of Monkey Puzzle Day Nursery Chesham

Monkey Puzzle Nursery, Fullers Hill, Chesham, Buckinghamshire HP5 1LR

Inspection date: 7 February 2022

Overall effectiveness	Good
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 arrive happy and settle well into nursery. They are motivated and have fun exploring the inviting play environment, indoors and outdoors. Staff support children's imagination. They help younger children to paint using model dinosaurs, while older children build castles out of sand, placing 'gems' in place of windows. Children enjoy dressing up as a police officer when finding out about 'people who help them'.

Children's physical development is promoted well. They use paintbrushes and pencils to make marks and they put puzzles together. Children walk up and down the stairs with growing confidence. They are learning to put their shoes on for outdoor play and to use their fork to eat their food. This helps to develop their independence skills. Babies squeal with excitement when getting ready to go outside. They jump up and down when they play 'sleeping bunnies'.

Children learn about good oral health. They have fun brushing pretend teeth, listening to stories and playing games, which prompt discussions about healthy eating. Older children enjoy being part of the 'children's committee'. They take pride in going to pick the toys that are used in their room.

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

- Leaders and managers support their staff team well. For example, they have introduced incentives to promote staff moral and well-being. Induction procedures are effective and include mandatory training to help all staff understand their role and responsibilities. Leaders and managers mentor and monitor their team effectively. Staff are encouraged to complete ongoing training to help progress their professional development, such as the leadership training programme.
- Staff generally provide a challenging curriculum for all children. They identify the skills that children need to acquire before they move to the next room or on to school. Although on occasions the intent for learning within the activity provided lacks clarity and focus, children generally concentrate for long periods. They receive good levels of support from staff, who talk to children about what they are doing and ask questions to help them think for themselves.
- Staff support children's communication and language skills. They encourage children to speak with confidence and to learn the rules in taking turns during conversations. Staff extend children's vocabulary and encourage them to sing songs, follow simple actions and talk about the pictures they see in the book. Younger children use signing, which helps to support their ability to communicate. For instance, they sign 'pig' to identify the name of the farm animal.

- Staff support children's behaviour well. They encourage children to talk about how they are feeling. During play, they remind them to use their 'kind words'. Staff encourage children to share and take turns, for example being at the front of the line to enter the garden. Staff reward children for their good behaviour. They give positive praise and use incentives, such as earning a brick for their good behaviour. When the jar is full of bricks, children exchange it for a new resource for their room.
- Staff support children who speak English as an additional language well. They learn key words in the children's home language, which helps staff understand what children are saying, particularly during settling in. A visual timetable enables children to see what is going to happen next during the daily routine. Staff teach children about different festivals through planned activities, such as painting a tiger for Chinese New Year. Books in children's home language are freely available to support their communication skills.
- Parents confirm that they are happy with the care provided. Staff keep parents updated through an app. This is followed up by discussions when parents come to pick up their children. During the COVID-19 pandemic restrictions, the staff provided information for parents to support their children's learning. They continue to do so through newsletters. For example, staff provide information on how to teach children to understand their emotions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers implement effective recruitment procedures to check the suitability of the staff who work with children. Staff implement thorough risk assessments to minimise hazards. For example, the climbing tunnel is not used by the children in wet weather. Staff complete a head count to check that they have the same number of children when they move from indoors to outdoors. Staff demonstrate a secure understanding of child protection. All staff receive training to help them know and understand the procedures to follow if they are concerned about a child's welfare.

What does the setting need to do to improve?

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

- ensure the implementation of planned activities within the curriculum is consistently effective and that all staff understand what they want children to learn.

Setting details

Unique reference number	2562026
Local authority	Buckinghamshire
Inspection number	10221814
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	60
Number of children on roll	60
Name of registered person	Daisy Chain Nurseries Ltd
Registered person unique reference number	2562025
Telephone number	01494 257 090
Date of previous inspection	Not applicable

Information about this early years setting

The Monkey Puzzle Day Nursery Chesham registered in 2019. It is privately owned. The nursery opens from Monday to Friday for 51 weeks of the year. The nursery is closed for one week over Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children. There are 13 staff employed to work with the children, six of whom hold an appropriate early years qualification. In addition, there are two support staff who work in the kitchen.

Information about this inspection

Inspector

Maria Conroy

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 observed children both indoors and outdoors to assess the interaction between the children and staff.
- The inspector spoke to members of the management team throughout the inspection to keep them updated as the inspection progressed.
- The inspector conducted a learning walk with the manager to discuss how the staff decide to plan for the curriculum.
- The inspector sampled documentation that supports safer recruitment and checked paediatric first-aid qualifications.
- A joint observation was completed with the manager in the pre-school room.

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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