

# Inspection of Monkey Puzzle Day Nursery Aylesbury

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

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Inspection date: 7 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

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

### The provision is good

Children have access to a well-planned curriculum that promotes all areas of learning. They happily engage in a range of games in the garden, such as 'what's the time Mr Wolf?'. They patiently wait for their friend to tell them the time and count the number of steps forward. Children squeal with excitement as the wolf shouts 'dinner time' and runs after them. This supports them in learning simple rules, listening, taking turns and socialising with their friends.

Staff demonstrate the actions to the songs they sing, to help younger children follow the movements. Children have great fun, putting their arm in and out, while they learn the words to the 'Hokey Cokey'. They smile and clap to show their enjoyment.

Children behave well and develop a positive attitude to learning. They generally focus on what they are doing for long periods of time. Children are kind and caring towards their friends. For example, they go and get their friend a tissue. Babies are learning simple rules, such as when staff remind them to use their 'kind hands'. Children learn to become independent and develop confidence. For example, older children go up and get their lunch, then return their plate when they have finished.

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

- Leaders and managers have reviewed their practice in depth since the previous inspection. They have put in place intensive training to address the weaknesses identified. For example, they have focused on how children learn. This has helped staff develop confidence to improve the curriculum provided. Leaders and managers have re-organised the play environment. This provides children with a greater choice of resources and activities.
- Staff say they are well supported. New staff are inducted well, to ensure they are clear on their role. Staff demonstrate a secure understanding of children's needs and interests. They use this to plan and provide a broad curriculum. This helps children to learn the key skills they need to move on to the next stage of their learning journey. However, on occasions, some staff are unsure what they want children to learn from the activity. Nevertheless, staff interact positively with all children and support their play.
- Staff have attended training on 'self-regulation', which has raised their awareness of how to deal with young children's behaviour. For example, when wiping a child's face or nose, staff approach the child from the front, and explain what they are going to do. Staff act as a positive role model and handle children with care. Key staff who care for children know them well. For instance, when babies display signs of being tired, they put them down for a nap.
- Children with special educational needs/and or disabilities are supported well.

Staff work effectively with other professionals, to ensure that the child receives the best possible care. For example, health professionals train staff to meet the needs of individual children. Leaders and managers liaise with other settings that children attend. This helps to provide consistency in the care and education children receive.

- Staff plan activities to help children learn about different festivals throughout the year. They gain key words from families to support children who speak English as an additional language. This helps staff to communicate with children, particularly when they initially join.
- Staff provide plenty of opportunities for all children, including those who speak English as an additional language, to develop their communication skills. They read stories throughout the day and sing songs to extend children's vocabulary. Staff talk to children during their play and encourage them to use their words. For example, during sand play, children build with bricks and talk about the magic key needed to open the door.
- Parents speak highly of the staff. They confirm that they feel well informed about their child's progress and daily care. Staff share information with parents to help them support their child's learning at home, for example on how to make moon sand because the children enjoyed it so much at nursery. Staff work in partnership with other settings children attend. This provides continuity of care and education.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff have a good overview of safeguarding. They have all updated their training, which has improved their understanding of the procedure to follow if they have a concern about a child. Staff act promptly on information received and work effectively with other agencies to protect children and keep them safe. Staff supervise children well, for example when they walk up and down the stairs to the garden. Safer recruitment procedures are followed, to ensure that the staff working with children are suitable to do so.

## Setting details

<b>Unique reference number</b>	EY558216
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10209651
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	69
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Broughton House Daycare Ltd
<b>Registered person unique reference number</b>	RP558215
<b>Telephone number</b>	01296435435
<b>Date of previous inspection</b>	9 September 2021

## Information about this early years setting

Monkey Puzzle Day Nursery Aylesbury registered in 2018 and is located in Aylesbury, Buckinghamshire. It opens on 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

Maria Conroy

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with members of the management team throughout the inspection to keep them updated as the inspection progressed.
- Joint observations were completed with the manager of the setting to find out how they monitor staff and support their professional development.
- The inspector spent time in all the rooms and spoke to staff and children when appropriate.
- The inspector spoke to a sample of parents to gain their views of the service provided.
- The inspector observed children both indoors and outdoors to assess the interaction between the children and staff.

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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