

Inspection of Monkey Puzzle Day Nursery Harrow

82 Gayton Road, Harrow, Middlesex HA1 2LS

Inspection date: 28 March 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children enjoy coming to this nursery. Staff greet them warmly at the door each morning. Staff take the time to talk to each parent when children arrive. This means that the transition between home and nursery is easy for children. Staff build trusting relationships with children. Children approach them for comfort, reassurance or to enthusiastically share their ideas.

Since the last inspection, the manager has worked tirelessly to make all the necessary improvements so that every child gets a good start in life. The manager has designed a clear and systematic programme of learning. Staff carefully consider how they can plan activities that support children in achieving their next steps. This means that children make good progress.

Staff have high expectations of each child. They meet each child's individual needs well. Children speak a rich variety of languages. Staff support children by communicating with them in their home language where appropriate and supporting them to learn English.

Children behave well, showing that they feel safe and secure. Staff clearly explain children's achievements to them. For example, they provide specific praise and say, 'Wow, well done for taking turns'. This helps children to understand what is expected of them.

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

- Staff work hard to build strong relationships with parents. Parents speak highly about the progress their children are making at the nursery. They value the warmth of the staff and the regular communication about what their children have been doing each day. Leaders give parents plenty of opportunities to feed back their views about the nursery. They take these views into account when considering how to improve the nursery. For example, leaders recently purchased climbing equipment and a reading den in the garden following feedback from parents. This supports strong parent partnerships.
- Staff confidently explain the progress their key children make and what their next steps are. They plan successfully, overall, to help them achieve these steps. This leads to children making good progress from their individual starting points.
- The manager has clear expectations for the planning and implementation of the programme of learning for communication and language. Staff get down to children's level and model language well overall. In the baby room, staff make good use of repetition and comment throughout the day on what the children are doing. For example, as babies mix rice with spoons, staff repeat 'mix, mix, mix'. This helps children to associate their actions with words. Staff use a wide

range of words that children may not have heard before. For example, they explain to pre-schoolers that the pasta 'absorbs' the water. This helps children to widen their range of vocabulary.

- Occasionally, staff do not build on what children have said or ask them too many closed questions. At these times, staff do not reinforce key concepts effectively.
- Staff think carefully about how to support children in developing their physical development. Babies crawl, climb up steps and slide down the slide. Toddlers and pre-schoolers ride bikes, balance on the beam and make food in the mud kitchen. Children make the most of the many opportunities for mark making, mixing and squeezing materials such as play dough. This allows them to develop their fine motor skills.
- Staff work hard to teach children to be kind and empathetic to each other. They teach them to resolve any conflicts they may have for themselves. For example, when children want to play with what another child is using, they are supported in how to ask for this and the other child is supported in how to respond. This means that children are well prepared for the next stage on their learning journey, such as school.
- Staff teach children to be independent. Children use cutlery well to feed themselves at mealtimes. They serve themselves and clear their plates afterwards. Children take pride in being 'star helper' and proudly help to set up for lunch. This helps children to build their confidence and self-esteem.
- The manager thinks carefully about how to support the well-being of staff. She plans social events based on what the staff like to do. Staff morale is high and the atmosphere is a positive one. Staff work collaboratively and communicate respectfully as a team. This shows children the importance of respect and being considerate towards others.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to keep children safe. They receive regular safeguarding training and updates. Staff understand what to do if they have any concerns that a child may be at risk of harm. They are confident in what to do if they have concerns about the conduct of a colleague or their manager. The manager speaks confidently about the processes to follow to keep children safe and well. She stays up to date with any developments in safeguarding by attending meetings and training held by the local authority.

What does the setting need to do to improve?

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

- support staff to develop their responses to children's comments and their questioning techniques, to move learning on.

Setting details

Unique reference number	2578175
Local authority	Harrow
Inspection number	10212633
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	103
Number of children on roll	103
Name of registered person	Clever Cubs Limited
Registered person unique reference number	2578174
Telephone number	02035812725
Date of previous inspection	4 October 2021

Information about this early years setting

Monkey Puzzle Day Nursery Harrow registered in 2020 and is situated in the London Borough of Harrow. The nursery operates on weekdays between 7.30am and 6.30pm for 51 weeks of the year, excluding bank holidays. There are 23 members of staff, 13 of whom hold relevant qualifications ranging from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Gordon

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 manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.

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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