

# Inspection of Monkey Puzzle Day Nursery Loughton

Godiva House, 1 Connaught Avenue, Loughton, Essex IG10 4DP

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Inspection date: 8 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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	Not applicable

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

### The provision is good

Children show that they are happy and feel safe in this welcoming and nurturing nursery. Babies confidently explore their sensory-rich environment and interact with visitors. They explore the sounds of instruments and are highly motivated to try and use one hand to open and close castanets. Outdoors, younger children swish a plastic tennis racket backwards and forwards in a shallow tray of water mixed with washing-up liquid. They thoroughly enjoy gently waving their racket backwards and forwards in the air to create bubbles. Children are fascinated by how the breeze controls the height and direction of their bubbles.

Children have a positive attitude towards learning. They eagerly make a variety of marks using cubes of frozen paint and discover how colours change as the paint begins to melt and merge together. Children make complex models from different-shaped wooden bricks. They work out, through trial and error, that they need to place large bricks at the base for their tower to balance. They show respect towards each other's achievements as they talk about not knocking down the models. Children confidently respond to staff's use of open-ended questions. Collectively, they recall one of their favourite stories in detail and how it reminds them of the healthy snack that they are eating.

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

- Staff know what their key children need to learn next and help children to build on what they can already do. Children with special educational needs and/or disabilities are very well supported. The manager works closely with parents and external professionals so that they make good progress from their starting points.
- Staff place a strong emphasis on communication and language development. They consistently respond to babies' babbles, helping them to learn the pattern of conversation. Older children use complex sentences, and staff sensitively help younger children with the correct pronunciation of words.
- Children demonstrate a love of books. They listen intently as staff read to them with enthusiasm. Older children retell familiar stories, and younger children join in with the words and actions of songs and rhymes. This practice supports their early literacy skills.
- Staff are positive role models. They consistently encourage children to use good manners and provide clear explanations of the behavioural expectations of the nursery. Children are respectful and kind. They help each other to put on their shoes and play harmoniously together. Staff provide children with a very good level of challenge to build on their physical skills and assess their own risks in the outdoor area.
- The manager and the staff build strong relationships with parents. They receive

ongoing information about their children's development and ideas to help support children's learning at home. Parents talk about their children being 'really happy' at the nursery and describe the staff as 'amazing'.

- The ambitious manager is dedicated to her role. Staff receive a wealth of opportunities to develop their skills and knowledge. Recent training completed by the whole team has had a positive impact on further enhancing staff's knowledge of how children learn. This precisely informs future planning and assessments.
- Children show secure relationships with staff. Babies smile with delight as they enjoy cuddles with their key person. Young children show that they are very familiar with the routine after they have finished lunch. They lie on their sleep mats ready to fall asleep or look at a book to relax. However, staff do not always organise this time to make it easy for children to swiftly settle. For instance, they do not make sure that children's comfort items are readily available.
- Staff provide older children with opportunities to learn about similarities and differences. They compare birthmarks and freckles on their bodies and talk about what job they would like to do when they are adults. Staff provide activities that reflect the cultural backgrounds of children attending. However, not all staff find out enough about children's cultures to teach them and others about the diversity of people, families and communities.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe. They can identify the signs and symptoms that may show that a child is at risk of harm. This includes any signs that a child may be at risk of exposure to extreme views or practices. Staff know who to contact if they have concerns about a child's well-being or the behaviour of a member of staff. The manager ensures that staff, including those who do not regularly work at the nursery, receive safeguarding training and frequent updates. The manager follows robust safe recruitment processes to ensure the suitability of staff.

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

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

- review the organisation of younger children's routine after lunchtime to ensure that their personal needs are swiftly met
- enhance opportunities for all children to learn about the similarities and differences between themselves and others, and build on their awareness of the diversity of communities, families and people.

## Setting details

<b>Unique reference number</b>	2639171
<b>Local authority</b>	Essex
<b>Inspection number</b>	10232817
<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>	81
<b>Name of registered person</b>	Monkey Puzzle Day Nurseries (Loughton) Limited
<b>Registered person unique reference number</b>	2639169
<b>Telephone number</b>	01442878887
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Monkey Puzzle Day Nursery Loughton registered in 2021. The nursery is open from 7.30am until 6.30pm all year round, except for one week over the Christmas period and bank holidays. There are 16 staff members who work directly with the children; of these, nine hold relevant childcare qualifications from level 3 to level 6. The nursery provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Lorraine Pike

## 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 and manager completed a learning walk across all the areas of the nursery to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager. The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke to children and held a number of discussions with staff at appropriate times during the inspection.
- The inspector held a meeting with the manager, nursery group early years manager and the operations manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day.

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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