

Inspection of Monkey Puzzle Bedford

78 Shakespeare Road, Bedford, Bedfordshire MK40 2DN

Inspection date: 17 May 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this dynamic nursery. They are exceptionally confident, recognising that they are truly valued and their views are always considered. For example, children discuss the difference between 'flour' and 'flower'. They express ideas about using flour to make 'rainbow dough'. Staff members take note and children later delight in making dough. Children respond to staff's high expectations and positive role modelling. They persevere at tasks. For instance, children are inspired to make an 'x marks the spot' using coloured dough. They listen to instructions and keep trying until they complete their models. Children show a mature understanding of their emotions and behaviour. For example, younger children explore coloured pasta. They associate colours with emotions and describe these. They remember a story character, use coloured pencils to draw their emotions and post these into the toy character.

Staff are exceptionally sensitive to the effects of the COVID-19 lockdowns. They recognise that some children have not had the opportunity to interact and they offer highly pertinent support to aid this. Children gain an exceptionally practical understanding of safety. They competently assess risks and learn to use tools, such as children's screwdrivers and drills. Children demonstrate an excellent understanding of healthy lifestyles. They readily describe calcium, proteins and carbohydrates and the effect these have on their bodies and teeth.

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

- The director is devoted to continuously improving the nursery. Exceptionally robust monitoring enables her to highlight and address gaps in children's learning swiftly. Her excellent knowledge of children ensures that additional funding is used highly effectively to promote children's development.
- Staff skilfully assess what interests and motivates children, using this to extend children's learning. Staff adapt the environment so that it is responsive to children's interests. For example, they note that children are talking about animals and so help them turn a corridor into a jungle.
- Health and safety is prioritised. For example, all staff refresh their first-aid training every six months. Staff are highly valued and their well-being is expertly supported. They receive frequent supervision sessions, enabling them to continue to develop their practice. Staff are highly motivated and enthusiastic. They participate in children's play and enable them to build on this. Children playing with a tea set extend their vocabulary as they discuss having 'high tea'. They refer to menus and ask, 'Can I offer you some cake?'.
- Children are exceptionally confident to play independently, rapidly developing the skills needed when starting school. For instance, a small group of children set up a 'home'. They name a doll and carefully care for this, delegating tasks.

They stretch their arms to symbolise the sun coming up and gently wake their baby.

- Staff model excellent communication skills. Children listen intently and use a rich vocabulary. They talk about planting seeds and explain that fibre pots are better for the planet as they 'decompose'.
- Children demonstrate a wonderful enjoyment of books and have an advanced understanding of the different types. Young children look at books containing photographs from home. Staff help them to identify differences in home life and this initiates their continued interest in diversity. Older children talk about the dentist and check fictional and reference books relating to this.
- Staff use every opportunity to extend children's learning, making excellent decisions about when to interact. For example, babies have time to explore paint. They delight in discovering what this feels like on their bodies. They giggle as a staff member helps them look at this and names their arms, legs and tummies.
- Parents speak highly of this exceptional nursery. They appreciate the superb quality of care and the wealth of activities. Parents commend the exemplary communication. They particularly note staff's support in understanding how children learn as they play and building on this.
- Staff expertly encourage children to practise their existing skills, as well as offering opportunities to extend their learning. For example, staff note how the babies enjoyed the sensory experience of exploring paint. They build on this by offering a scented, textured liquid. Babies are fascinated as they explore the gritty texture, laughing as they learn to use their noses to smell this.
- Staff's excellent communication with other professionals significantly enhances the quality of care offered. It also plays a major part in ensuring that they understand each child, including children with special educational needs and/or disabilities, and promote their development to the optimum.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate an excellent knowledge of safeguarding. They frequently refresh their training and continuously review safeguarding. Staff are very confident in identifying and reporting any possible concerns relating to children's welfare. Managers work closely with staff and review any concerns, taking swift action to refer these to the relevant agency when necessary. Staff have an exceptionally secure understanding of the risks associated with exposure to extreme views or practices. They are aware of the possible dangers related to the use of the internet and take very effective action to protect children.

Setting details

Unique reference number	EY562269
Local authority	Bedford
Inspection number	10239922
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	75
Number of children on roll	108
Name of registered person	Mini Whales Limited
Registered person unique reference number	RP562268
Telephone number	01234930282
Date of previous inspection	4 June 2019

Information about this early years setting

Monkey Puzzle Bedford registered in 2018. The nursery employs 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

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 manager joined the inspector on a learning walk and talked about the nursery's curriculum and what they want their children to learn.
- The inspector observed staff's interactions with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the manager.
- Meetings were held between the inspector, the manager, the nursery director and the senior management team. The inspector looked at relevant documentation and saw evidence of the suitability of all staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

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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