

Inspection of Monkey Puzzle Highbury

Monkey Puzzle Day Nursery, Loxford House, 85 Highbury Park, London, Islington
N5 1GF

Inspection date: 8 June 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this welcoming and nurturing learning environment. They develop strong emotional attachments with staff, and show that they feel happy and secure. Staff have high expectations for children's learning and behaviour. They are excellent role models and treat children with high levels of respect. As a result, children are highly confident, motivated and behave extremely well. Staff successfully plan an exceptionally rich and exciting curriculum that captures children's interests and challenges their learning. This includes many educational trips and outings to help children to learn through first-hand experiences. As a result, children make excellent progress and develop a love of learning.

Babies benefit from loving interactions. For instance, staff ask them for consent before placing them on their stomachs for 'tummy time' to support their physical development. They also provide lots of encouragement and reassurance as they play. This helps babies to develop their curiosity and confidence. Babies also have fun exploring sensory trays and are supported to learn rich new language, such as 'sweet', 'sour' and 'crumbly' when exploring lemons and limes.

Toddlers develop excellent levels of independence and self-assurance. They show great pride in being 'the helper of the day' and setting the table for lunch. Toddlers' knowledge of the wider world is fostered extremely well. For instance, toddlers enjoy going on a trip to the local greengrocer to buy fruits. On their return, they then create fruit smoothies, showing a rapidly growing vocabulary. Pre-school children are highly inquisitive and articulate. They demonstrate excellent knowledge and engage in meaningful conversations with the staff and their friends. They show extremely high levels of enthusiasm as they make mud castles outdoors, and show wonder when learning about sea creatures to celebrate World Oceans Day.

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

- Leaders are exceptionally ambitious in their desire to support all children to reach their full potential. They perceptively review the strengths and identify areas for further improvements. For example, leaders prioritise training sessions to enhance how staff strengthen children's communication skills and further develop their outdoor learning provision.
- Staff are highly qualified and have excellent opportunities to engage in ongoing professional development. They also receive frequent and sharply focused coaching and support. This helps staff to be influential in shaping the vibrant and broad curriculum, and in making positive changes to the provision. As a result, children benefit from high-quality learning experiences.
- Partnership working with parents is superb. Parents express that staff are

dedicated and passionate about their work. They state there is a real depth to the relationships they form. Parents value the communication and twice daily updates about their children's activities and learning. Many parents describe the excellent support they received during the COVID-19 pandemic. For instance, they comment on the regular creative activities to support their children's home learning and supportive conversations to enhance their parenting skills.

- All children, including those who speak English as an additional language and those with special educational needs and/or disabilities, are given extremely high levels of support to help to achieve the best possible outcomes. This is evident when staff frequently use key words in children's home languages to help them to understand English. Excellent partnership working with external professionals ensures that children have high levels of consistency when working on targets to facilitate their future learning.
- Staff place an extremely high emphasis on supporting children's well-being and emotional development. For instance, they help children to understand about different feelings when using an emotion dice. Staff support discussions about what makes children feel happy and sad. Staff working with older children are skillful in helping children to learn how their actions make others feel. As a result, children are happy and show kindness to each other.
- Leaders and staff create a culturally rich and diverse learning environment. Staff organise many cultural events and activities to celebrate each child's uniqueness, and to help them to learn about their differences. The atmosphere and curriculum successfully helps children to develop high self-esteem and highly respectful attitudes.
- Leaders give staff's well-being high priority. Staff state that they feel highly appreciated. They have regular opportunities to engage in yoga and relaxation sessions to enhance their overall well-being. Staff also receive self-care bags and treats to boost their morale. Many staff discuss the benefits of becoming 'classroom ambassadors' that champion different aspects of practice, such as promoting positive behaviour and supporting children to take more risks in their play.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate an excellent knowledge of their responsibilities to keep children safe. They regularly attend safeguarding training and discuss different scenarios in staff meetings to enhance their awareness of protecting children's welfare. Staff confidently discuss the procedures they would follow to report any concerns about a child's well-being. Leaders ensure that recruitment arrangements and vetting checks are rigorous, to ensure that staff are suitable for their roles. Furthermore, staff complete first-aid training to ensure that they are well equipped to respond to any medical emergencies that may arise. In addition, staff carry out detailed health and safety checks and risk assess activities, equipment and outings to identify any potential hazards or dangers.

Setting details

Unique reference number	2535621
Local authority	Islington
Inspection number	10208571
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	71
Number of children on roll	88
Name of registered person	Loxford House Nursery Limited
Registered person unique reference number	2535620
Telephone number	02073547390
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Highbury registered in 2019 and is based in Highbury, in the London Borough of Islington. The nursery is open all year round, from 7.30am until 6pm, Monday to Friday, excluding public holidays and at Christmas. It provides funded early education for children aged three and four years. 29 staff work at the nursery. Staff hold a range of relevant childcare and education qualifications ranging from level 2 to level 7. Four staff hold qualified teacher status.

Information about this inspection

Inspector

Amy Mckenzie

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector completed a learning walk with the nursery leaders, and held discussions with the room leaders to discuss their intentions for the quality of education.
- The inspector and the deputy manager made an evaluation of the children's learning experiences together.
- The views of parents, children and staff were taken into consideration during the inspection.
- A range of documentation was viewed, including staff's qualifications and training certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022