

# Inspection of Monkey Puzzle Day Nursery Cambridge

12-13 Regent Terrace, Cambridge CB2 1AA

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Inspection date:

26 May 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children play happily with their friends and are keen to learn. They welcome staff who join their investigations and games. Children pour water through pipes. They rush to the other end, catching the water as it flows through. They take it to a tractor tyre and tip water into the centre, before climbing in to watch the water soak away. This helps them begin to make sense of what happens in the world around them. Babies and very young children become engrossed in sensory exploration. They watch rose petals gently fall from a basket, holding out their hands to feel them. Staff use rhythmic and tuneful sounds, encouraging those unable to speak yet to babble. Babies experiment with their own voices in meaningful exchanges of two-way interactions. Not only does this help create the foundations for verbal communication, but also strengthens social development.

Children enjoy books. They carefully turn the pages, pointing out things that interest them in the illustrations, and talk to staff about what they see. Staff use their fingers to follow the words they are reading, helping children understand that the text has meaning. Children recall familiar words and phrases from popular stories and anticipate what might happen next. This helps children build on their developing vocabularies.

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

- Staff regularly assess children's progress and share the information with parents. Staff introduce focused teaching to support children's learning needs during adult- and child-led activities. While all children follow a weekly theme, key persons plan memorable experiences that follow children's individual passions and interests. This contributes to children's positive learning experiences.
- Differences and similarities that children share are celebrated. Children find out about different communities and cultures in a variety of ways. For example, staff ask parents to tell them about celebrations and events from home that are important to their family. These are talked about and explored in the nursery, helping children develop a sense of belonging and respect towards others.
- Skilled staff ensure routine activities are pleasurable experiences. Children are not rushed and staff make the most of their time with children. For example, they gently sing and show babies their reflections in a mirror during nappy changes. While children eat their nutritionally balanced meals, staff ask questions that help them to work out how to cut their food into manageable pieces.
- The gentle encouragement and respect for the children shown by staff is reflected through children's own behaviour and attitudes towards others. In addition, the well-considered curriculum and some outstanding elements in teaching help to motivate children's desire to learn new skills and build on their

own experiences. When the time comes, children are ready to embrace new challenges in their next phase of learning.

- Children who speak English as an additional language are supported effectively. Staff find out key words in children's home languages. Staff use their own advanced skills in children's other languages to help settle them into the nursery. All children benefit from a language-rich environment, helping to strengthen their growing communication skills.
- The owner, newly-appointed manager and other senior leaders have high expectations of the quality of provision. When complaints or concerns are raised, swift action is taken. The owner reviews the circumstances and where necessary, strengthens procedures, helping to minimise risk. She also notifies Ofsted in a timely manner when it is appropriate to do so.
- Staff plan children's days so that they have opportunities to learn in different environments. Despite this, there are times when some spaces, including outside, are more popular. At times, this results in some areas becoming crowded. This means that children do not always have space to freely explore and use resources effectively to help maximise their learning and individual expression.
- Staff plan positive learning opportunities and give good-quality care to children. However, the management team's high aspirations and drive for excellence in every aspect of care and education is not always fully reflected throughout all aspects of staff practice.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding about the role they play in protecting children. They know what and how to report any concerns they may have about children's welfare. This includes those relating to children being exposed to extreme views and behaviours. Information reminding staff of the key aspects of different kinds of abuse is displayed in all group rooms, helping staff clarify what to report to designated staff members. The manager regularly asks staff questions and gives them scenarios to consider, helping to ensure that their knowledge remains fresh.

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

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

- make use of the available spaces in the most effective way to further support children's learning and well-being
- find different ways to support and encourage all staff to understand and deliver the highest levels of provision in all aspects of care and education throughout the nursery.

## Setting details

<b>Unique reference number</b>	EY544514
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10242868
<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>	59
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Zero25 Ltd
<b>Registered person unique reference number</b>	RP544513
<b>Telephone number</b>	01223778370
<b>Date of previous inspection</b>	18 September 2019

## Information about this early years setting

Monkey Puzzle Day Nursery Cambridge registered in 2017. The nursery employs 17 members of staff. Of these, 11 hold relevant childcare qualifications. The nursery operates Monday to Friday, all year round, with the exception of bank holidays and one week at Christmas. Opening times are 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katrina Rodden

## 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 manager joined the inspector on a learning walk of the nursery and discussed the early years curriculum.
- The inspector observed activities inside the nursery and in the outdoor areas. She spoke to children and staff at appropriate times throughout the inspection.
- Documents, including the evidence of the suitability of staff, activity plans and checklists for risk assessments, were seen by the inspector.
- The manager and the inspector carried out a joint observation and discussed the quality of teaching.
- The inspector held a meeting with the provider, managers and a representative from the nursery chain.
- A small number of parents spoke to the inspector and she took their views into consideration.

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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