

# Inspection of Monkey Puzzle Day Nursery - Ealing

Charlotte House, 87 Little Ealing Lane, LONDON W5 4EH

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Inspection date: 26 July 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**

Staff are nurturing and take time to get to know the needs of all children. Children are happy and thoroughly enjoy the time they spend at the nursery. They quickly form close attachments to staff and feel confident to play and explore their new surroundings. Children play cooperatively. They show consideration for others and learn to share and take turns. Children behave very well. Friendships have formed among the older children, and toddlers play happily alongside others.

Older children show good levels of self-care. They manage their own toileting while being supported by staff. Younger children learn to put on their own shoes as they prepare to go outside, effectively supporting their independence skills.

Children are confident communicators because staff focus on communication and language across the nursery. Staff communicate well with children in a variety of ways. They role model language well and repeat key words. Children who speak English as an additional language are supported well here. Older children express themselves confidently, and staff interpret effectively the wants and needs of younger children whose language skills are at an early stage. The curriculum is broad and balanced and builds on their skills and experiences. This means children learn useful skills in preparation for school.

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

- Respect and individuality are golden threads that run throughout this setting. Staff teach children about festivals and celebrations from around the world. Children are fascinated while learning about the make-up of different families. Staff teach children that it is okay to be different. These excellent experiences help to prepare children for life in modern Britain.
- Staff help children gain a wide range of physical skills. They ensure babies have plenty of room to crawl and begin to walk. Children have plenty of opportunities for fresh air and enjoy a range of activities in the outdoor area. They spend extended periods of time in their cardboard-box train, chatting with their friends and staff about their journeys.
- Staff provide children with healthy and nutritional snacks and meals that promote their good health. They support children in developing their self-help skills, such as at mealtimes. Staff encourage younger children to use their cutlery. Staff encourage older children to self-serve their lunches and help prepare their snacks. Children learn about the importance of good personal hygiene skills. They wash their hands before coming in from the outside area and before eating snacks.
- Staff plan activities that meet their key-children's needs and interests. They carry out assessments to plan how they can help children to move forward in

their learning. Children are developing their early writing skills by using an abundance of sensory materials. Babies use small-finger muscles to make marks in sand and explore the consistency. Older children write their names and develop pencil control.

- Children are supported well to develop a love of books. Staff provide cosy and inviting reading areas where children handle books with care. Older children listen intently as staff read stories in an expressive way.
- Partnership working is good. Links with external professionals and the local authority are built on trust and respect. Parents commend staff and leaders for providing 'an amazing place for children to learn'. Parents continue their children's learning at home and speak to staff on a daily basis about their children's day at the setting.
- The manager and staff evaluate the quality of the pre-school successfully to make ongoing improvements. For instance, there are plans in place to develop the garden to provide more learning opportunities that include planting and growing.
- The manager supports staff to build on their knowledge and skills. Regular supervision meetings help to identify and build on staff practice. However, there is scope to further support staff to ensure that a higher level of teaching is consistent. For example, when a group of children express a keen interest in hiding bugs under the leaves and scooping up soil into a bucket, staff miss opportunities to build on children's imagination and understanding of weight, capacity and counting.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their role and responsibility in protecting and safeguarding children. All staff have undertaken safeguarding training and know the signs that a child may be suffering from harm or abuse. They are confident with the procedures to follow and how to work in partnership with the local authority if they have a concern about a child. Managers have policies and procedures in place to keep children safe. The providers follow robust recruitment and vetting procedures to ensure that all staff are suitable and safe to work with children.

## 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 provide higher levels of teaching and interactions to further extend and challenge children's learning experiences.

## Setting details

<b>Unique reference number</b>	2654699
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10246584
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	86
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Monkey Puzzle Day Nurseries (Loughton) Limited
<b>Registered person unique reference number</b>	2639169
<b>Telephone number</b>	020 8840 1116
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Monkey Puzzle Day Nursery registered in September 2021 and is situated in the London Borough of Ealing. It is open each weekday, from 8am to 6pm, throughout the year. The nursery receives funding to offer free early education to children aged two, three and four years. The nursery employs 18 members of staff, including the cook. Of these, 11 members of staff hold relevant early years qualifications ranging from level 2 to level 6.

## Information about this inspection

**Inspector**  
Rizwana Nagoor

## 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 talked to staff and children during the inspection.
- The inspector carried out two joint observations with the manager and the impact this has on the children's development.
- Parents talked to the inspector about their views of the nursery and took account of their views.
- The inspector observed children playing and learning, inside and outside.
- The inspector interviewed the manager and other key members of staff.
- The manager carried out a learning walk with the inspector and explained how the curriculum is organised.

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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