

# Inspection of Monkey Puzzle Day Nursery Surbiton

34 Kingsdowne Road, Surbiton, Surrey KT6 6LA

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Inspection date: 16 August 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 arrive happily at the nursery, and staff greet them affectionately at the door. Staff warmly give comfort to any child who needs additional reassurance, for example children who are settling in, and know the best ways to soothe them. Children know the high expectations that are required of them, and as such they behave very well. This ensures that the environment is calm and relaxed for children to learn well. Staff value and celebrate each child's uniqueness. For example, children happily share key words and songs in their home languages with staff and their friends. Staff take the time to get to know and understand each child. This means that all children make good progress from their starting points in learning. This includes pupils with special educational needs and/or disabilities.

Children develop good language skills. Staff talk to babies and narrate what is happening in brilliantly descriptive language. Older children learn to develop the art of conversation through staff's careful questioning. Children behave extremely well, and are kind and considerate of one another. They follow the setting's routines with ease and support each other to know what comes next. At tidy-up time, children work collaboratively and support their friends to put away the toys.

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

- Staff know their key children extremely well. The carefully planned curriculum shows clear progress through children's age groups. Children are enthusiastic and curious learners. There is flexibility around when children move between rooms and on to their next stage in learning. This means that children feel supported and adequately challenged.
- Managers and staff continue to minimise the risk of transmitting COVID-19. Parents do not enter the playrooms, and all children are aware of good hygiene practices. Staff provide information to parents verbally, electronically and through parent meetings, which are held three times a year. Parents speak extremely highly of the setting.
- Leaders and managers recognise that many new experiences and opportunities have been limited for children as a result of the restrictions during the COVID-19 pandemic. The manager plans to extend opportunities for children to integrate into the wider community more. This will help children to build on their essential knowledge of the diverse area in which they live and help them to feel part of this community.
- Managers encourage staff's professional development and support them to work towards recognised qualifications. There is a clear and thorough system in place for the induction of new staff and their ongoing supervision and training. The manager plans to strengthen staff's development to support them to undertake peer observations. This will help staff to strengthen their practice and raise the

quality of teaching to an even higher level.

- The manager is passionate, experienced and well qualified. She is committed to ensuring that staff are happy and feel supported in their roles. There is a clear vision for the setting, and leaders are committed to making ongoing improvements.
- Children enjoy healthy, balanced and nutritious meals. The nursery cook caters for children's individual dietary requirements. Staff understand some children's reluctance to try new foods, and as such sit with them at lunchtime as they eat with their friends. They provide parents with supportive information around the importance of their children making healthy choices from a young age.
- Children develop a good understanding of mathematics, and staff embed this well throughout their activities. For example, children use magnetic shapes to build a house. Staff support them to explore whether they will use a square or rectangular base, and how many shapes they will need. They discuss size and balance. Staff have a good understanding of how to teach mathematics and make good use of the resources in order to this.
- Staff feel valued and comment that they are regularly consulted in shaping the setting. For example, staff have recently introduced a self-registration system for children. This helps older children to recognise the letters that make up their name and supports their early literacy skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers clearly understand their role as designated safeguarding leads for the nursery. They have effective recruitment procedures in place to ensure that staff working with children are suitable. All staff are aware of how to recognise signs of possible abuse. They have a clear understanding of the procedure to follow should they have concerns about a child in their care. Staff receive ongoing training to keep their knowledge up to date. They have an understanding of signs which may indicate that children are at risk of harm, within the setting and the wider community. For example, they are aware of their responsibilities under the 'Prevent' duty.

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

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

- enable staff to contribute to the monitoring of practice across the nursery, to raise the quality of their teaching to an even higher level
- deepen children's knowledge of the world around them.

## Setting details

<b>Unique reference number</b>	2548515
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10215650
<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 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	V.Niklekaj Ltd
<b>Registered person unique reference number</b>	2548514
<b>Telephone number</b>	07481491513
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Monkey Puzzle Day Nursery Surbiton registered in 2019 and is part of the Monkey Puzzle Day Nurseries national network. The nursery opens for 51 weeks of the year, from 7.30am to 6.30pm, Monday to Friday, with one-week closure at Christmas and bank holidays. The provider is a qualified teacher. He employs 18 staff, of whom 11 hold childcare qualifications ranging from level 2 to level 4.

## Information about this inspection

**Inspector**  
Claire Hunt

## 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 and the inspector completed a learning walk to discuss the intent of the curriculum.
- The inspector talked to staff and children at appropriate times during the inspection, and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of an adult-led activity and discussed how the curriculum is implemented.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided relevant documentation on request for the inspector to look at, including evidence of staff's suitability.

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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