

Inspection of Monkey Puzzle Day Nursery Enfield

85 Southbury Road, Enfield EN1 1PJ

Inspection date: 9 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive and are warmly welcomed by staff at this well-run nursery. Key persons know their individual children well and have close nurturing relationships with them. Staff embrace a shared understanding and commitment to promoting children's independence skills. They habitually stand back and give lots of encouragement for children to try tasks themselves. Children enthusiastically put on their own coats and shoes. Younger children clear their own plates responsibly after eating. Staff are deployed well across the nursery. They regularly communicate their movements via two-way radio. This ensures staff know each other's whereabouts and children are always fully supervised. Staff are respectful and caring. Babies and young children confidently approach them for cuddles. Staff seek babies' permission to change their nappies.

Children readily access plenty of engaging learning activities. For example, children enjoy investigating and comparing weight using pasta, real fruit, and vegetables. They learn the names of different sea creatures as they play in the coloured water. Children explore their body movements during yoga exercise sessions. Younger children enjoy lots of free exploration, imaginary play, mark making, and dancing. Children behave very well. Staff consistently communicate and model high expectations for behaviour. Children emulate them and treat each other and the resources with respect and care.

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

- Older children enjoy being helpful. They eagerly volunteer their assistance to transport resources back inside. Young children quickly learn self-help skills. Babies confidently use spoons to feed themselves. They drink from individual beakers. Babies dismount the staircase determinedly with staff to access outdoor play times. Children are quickly potty trained and manage their own toileting needs well.
- Overall, children develop good speaking skills. This is because staff consistently label objects and actions as they play with children. Children repeat adults' clearly spoken words. Babies enthusiastically join in with actions to songs. They babble and gesture happily during back and forth interactions with adults. However, at times, adults do not make the best use of opportunities to strengthen most-able children's ability to remember newly introduced vocabulary.
- Children demonstrate good early mathematics skills. They confidently represent quantities with their fingers during their play and interactions. They recognise triangles and semi-circles as they uncover buried shapes. Outside, they display good muscle control and physical dexterity. Children run, climb and balance along equipment energetically.

- Children with special educational needs and/or disabilities (SEND) make good progress at the nursery. The nursery's special needs coordinator is a knowledgeable practitioner. She ensures children have individual plans with clear targets, which are shared with parents. She has shared effective strategies with staff to use that help children reach their targets. Strong partnerships with external agencies ensure staff receive professional guidance and further support.
- Children learn to regulate their feelings and label their emotions well. This is because the adults make expert use of visual aids. They encourage children to point to emotion faces that represent how they feel when they are upset. As children mature, staff draw their attention to the facial expressions of characters in books and stories to help them recognise the feelings of others.
- Parents are happy with the care their children receive at the nursery. They describe staff as being helpful and supportive. They feel their children make very good progress in their speaking and social skills.
- Staff feel valued in their roles and enjoy extra rewards and incentives. The manager is committed to building a strong cohesive staff team. She uses observations and routine supervision sessions to identify staff's strengths and areas of development. Where necessary, she adopts a tailored approach to supporting staff. This helps to improve their knowledge and confidence in their roles.
- The nursery manager consults both parents and staff when evaluating the setting's strengths and areas for development. She considers children's views and what they need to enhance their learning and experiences. Her future plans include developing part of the upper area into a sensory room. She envisions this will serve as a space where children can retreat to and calmly play in.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the common signs that suggest a child is at risk of harm. They know what constitutes abuse and what they must do to report any concerns they have. All staff carry local safeguarding partner contact details on their lanyards. Children's attendance patterns are rigorously monitored and any reasons for their absences are recorded. The setting is part of the local early years hub. This ensures they receive alerts to any wider safeguarding incidents in the community. There is a closed circuit television system that monitors all areas of the provision for additional security.

What does the setting need to do to improve?

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

- strengthen teaching for most-able children, so they remember newly introduced words and improve their already good speaking skills even further.

Setting details

Unique reference number	EY554543
Local authority	Enfield
Inspection number	10174876
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	63
Number of children on roll	64
Name of registered person	Cheeky Chimpz Ltd
Registered person unique reference number	RP554542
Telephone number	0208 366 6633
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Day Nursery Enfield registered in 2018. It is based in the town area of the London Borough of Enfield. The nursery is open each weekday from 7.30am until 6.30pm for 51 weeks per year and excludes public holidays. The nursery employs 22 members of childcare staff. Of these, 20 hold relevant early years qualifications at level 2, 3 and level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Olivia Awolola

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between staff and children.
- The manager showed the inspector a range of documentation, including those that demonstrate the suitability of staff.
- The manager and the inspector carried out a joint observation of a communication and language activity.

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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