

Inspection of Monkey Puzzle Day Nursery Maidenhead

59a Grenfell Road, Maidenhead, Berkshire SL6 1ES

Inspection date: 27 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy in the nursery. They are warmly greeted by staff and enter the playrooms with confidence, demonstrating that they feel safe. Children settle well to choose activities which support their learning. For example, children enjoy exploring sand, and snuggling up with staff to enjoy familiar stories. Staff incorporate children's interests well into activities. For instance, during an activity with dough, staff added home-grown tomatoes from the allotment for the toddlers to use as a pizza topping.

All children are well behaved. The environment ignites their curiosity and eagerness to learn. For instance, babies explore the indoor and outdoor areas confidently, making choices about their play. They experience the feel of the jelly in their hands, and staff use language to describe it, such as 'wobbly' and 'squelchy'. This promotes babies' developing language skills. Older children enjoy making marks in paint with vegetables, pine cones and leaves. They are confident to explore their ideas and recall prior learning. For example, they work out that if they make a handprint, they can adapt it to look like the autumn leaves falling from the trees. Children demonstrate a broad vocabulary and good thinking skills.

Children have many opportunities to learn about the world around them and to enjoy fresh air and exercise outdoors. For instance, staff take children out in the community for walks and adventures, such as experiencing rides on public transport.

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

- The manager, who is also the provider, and staff have made significant improvements since their last inspection. They are a highly reflective team and work very well together to provide the best possible environment for children to learn and develop. The manager has been proactive in addressing the weaknesses identified at the previous inspection to implement improvements.
- Children benefit from a curriculum that is carefully considered and well planned. Staff build on what children already know and can do. They provide activities that follow children's individual interests and what they need to learn next.
- All staff have completed behaviour training to help them to support children. Children behave very well in the nursery. For example, they know the 'golden rules' and follow them well. Children share and are polite to one another. Staff are excellent role models.
- Staff are warm and caring to children. All children have a key person. Staff understand the importance of this role in helping children build attachments and feel safe and secure. However, changes to the new staff team and staff deployment needs mean that opportunities for children to spend time with their

key person are not always maximised. For example, not all children have their nappies changed by their key person.

- Children who speak English as an additional language are supported well. For example, parents share common key words in their home language and staff use visual prompts to further support children's language development.
- Staff support children with special educational needs and/or disabilities well. They identify specific needs early on and provide targeted support. Staff work closely with other agencies, ensuring that children receive specialist support when needed.
- Relationships with parents are strong. Parents say their children settle well with kind and caring staff.
- The leadership team undertakes regular supervision and observation of staff. Staff are encouraged to observe each other's interactions with children and improve their teaching practice. However, in view of staff changes, this is in its infancy. There is still scope for continuous professional development opportunities to focus more precisely on raising the quality of teaching to the highest level.
- Children are provided with healthy snacks and nutritious meals. Mealtimes are social occasions and children's independence is supported well by staff. Children learn to manage their self-care needs with confidence. Older children address their toilet needs well and wash their hands independently.
- Staff speak highly of the support they receive from the manager. They acknowledge that there has been a period of change. They have regular meetings where they can discuss their ideas and plan professional development. Staff all clearly enjoy their work. They say they feel part of a team and value their colleagues' support and advice.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff have a good understanding of the setting's safeguarding policy and they keep their training up to date. The manager and staff recognise signs and symptoms that would cause them to be concerned about a child's welfare. They know how to identify children who may be exposed to extreme views. Staff know how to report concerns they may have about any children or the adults they encounter. The manager knows how to take swift action to protect children or deal with allegations against staff. Robust recruitment and induction procedures are in place to ensure that all staff are suitable 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:

- reflect on how children and key persons can spend more time together to build further on children's attachments and feelings of belonging and security
- enhance the professional development programme for staff to improve the quality of teaching to the highest level.

Setting details

Unique reference number	2510104
Local authority	Windsor and Maidenhead
Inspection number	10214129
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	74
Number of children on roll	52
Name of registered person	Little Bubbas Nurseries Limited
Registered person unique reference number	2510103
Telephone number	07960167420
Date of previous inspection	25 October 2021

Information about this early years setting

Monkey Puzzle Day Nursery Maidenhead registered in 2018. It operates from ground-floor premises in Maidenhead, Berkshire. The nursery employs 18 members of childcare staff. Of these, one has qualified teaching status, one holds a qualification at level 5 and seven hold qualifications at level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for three-year-old children.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector had a learning walk with the provider and the early years manager, through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took these views into account.
- The inspector spoke with the provider about the leadership of the setting.
- The inspector looked at a sample of the documentation. This included evidence of staff suitability and recruitment records.

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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