

Inspection of Monkey Puzzle Day Nursery Ware

Musley Hill School, Musley Hill, Ware SG12 7NB

Inspection date: 28 November 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children settle extremely well. Staff ask parents to provide information about what their children enjoy doing prior to starting at the nursery. They then plan the environment to kindle children's interest in play and learning. With big smiles, children happily greet staff and each other. They form strong bonds with staff. For example, babies crawl to staff to cuddle and look at books. They make eye contact with staff, listen to them sing songs and respond with excitement, babbling and occasionally saying single words. Older children show excitement as they pull on their boots and coats before heading outside to play.

Children share and take turns to ensure that they can all have fun with their favourite activity. For instance, they persevere and organise turn-taking while they fill buckets with sand and use a pulley to transport these. Children use their increasing mathematical knowledge as they discuss when buckets are full or empty. They explore different textures while playing with sand, shaving foam and other creative items. Children develop their imaginations, riding their trikes to the pretend shop or searching the playground for the Christmas elf. Staff know the children well and support their pretend play. For example, when children show an interest in dinosaurs, staff play alongside them and use different tones in their voice to help bring the roaring dinosaurs to life.

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

- The manager supports staff practice through, for example, supervision and staff meetings. Staff attend training courses to refresh their knowledge of safeguarding and paediatric first aid. This helps them to keep children safe. Other professional development helps staff to extend their teaching skills. Most recently, staff have completed training relating to young children's communication and language development. This is helping children to become more effective communicators. Children develop the skills they need in readiness for school.
- Staff assess the progress each child makes, and they take time to plan activities based on children's developing interests. However, there are times when learning is not linked effectively between different activities. For example, staff talk with children about road safety and stranger danger but do not currently provide other learning opportunities that enable children to apply their new knowledge and skills in different contexts.
- Staff actively promote positive behaviour. They support younger children to understand what words to use when they want to take turns playing with a toy. Those working with babies are consistent in their gentle approach and use of redirection to gain attention and interaction. This helps to give all children the confidence to communicate their needs.

- Children with special educational needs and/or disabilities are supported well by the manager and staff. Referrals to other professionals are made in a timely manner to support children's individual needs. Staff are confident to work with parents and other professionals. They understand how to set targets that help children to make progress, for example, to encourage them to develop their social skills.
- The nursery is organised well, and staff are deployed effectively to make sure that each room is clean. Daily risk assessments are completed to ensure that any potential hazards are minimised. Children play and learn in a safe and secure environment. Hygiene is an integral part of daily routines for children and staff. Children learn to manage their personal needs and how to care for their teeth.
- Healthy eating is central to meeting the needs of babies and children. A qualified chef prepares snacks and meals that provide balanced nutrition while meeting varied dietary requirements. Children try a wide variety of foods from around the world. They learn about the cultural differences of their friends, and the foods they all eat, as they share special meals during celebrations throughout the year.
- Parents speak highly of the nursery and are happy with the care staff provide. Staff regularly share observations and photographs through an online app. Children's home lives are valued, and their key person asks parents to share the activities that children enjoy at home. Parents describe managers as professional in their approach and the staff team as very caring and compassionate. They report that their children are very happy in the nursery.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff place a high priority on children's safety. They understand the signs and symptoms that may suggest a child is at risk of harm, abuse or radicalisation. The manager works closely with other safeguarding agencies as required. She follows a thorough recruitment procedure when employing new staff and checks staff's ongoing suitability to ensure that they remain suitable to work with children. Staff develop their knowledge of how to promote children's safety by regularly updating their training and discussing child protection scenarios during staff meetings.

What does the setting need to do to improve?

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

- provide children with deeper learning opportunities that enable them to use, and make links with, what they have learned and understood in different contexts across all areas of learning.

Setting details

Unique reference number	EY500192
Local authority	Hertfordshire
Inspection number	10261928
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	1 to 4
Total number of places	60
Number of children on roll	72
Name of registered person	Swats For Tots Ltd
Registered person unique reference number	RP906457
Telephone number	07859919519
Date of previous inspection	29 October 2018

Information about this early years setting

Monkey Puzzle Day Nursery Ware registered in 2016. The nursery employs 21 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above, and the manager holds level 6. The nursery opens from 7.30am until 6.30pm, Monday to Friday, for 51 weeks of the year, and is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Clements

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 the inspector completed a learning walk of the nursery, inside and outside. They also carried out a joint observation and evaluated this.
- Staff spoke with the inspector at appropriate times during the inspection.
- Children spoke to the inspector about what they enjoy doing in the setting. Parents shared their views via email.
- The inspector reviewed relevant documentation, including the suitability checks of all adults working in the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022