

Inspection of Monkey Puzzle Day Nursery

50 Chapel Street, Billericay, Essex CM12 9LU

Inspection date: 13 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly greeted at the door by their key person, whenever possible. This provides a positive start to children's day. Babies receive cuddles and reassurance from attentive staff to help them feel emotionally secure. The youngest children have many opportunities to explore natural materials. They are introduced to mathematical concepts, such as 'full' and 'empty', when they watch water trickle out of containers. Babies investigate real fruit and vegetables and hear new descriptive words, to build on their vocabulary. Staff demonstrate how to roll out a 'sausage'. Toddlers repeat, 'roll, roll, roll', as they use their hands to make their own shapes. Staff extend children's understanding of size and length when they compare two 'sausages' side by side. They listen attentively when children talk about their Christmas trees. This helps children feel respected and encourages them to speak more.

Children learn ways they can keep themselves healthy. In the pre-school room, they clean a doll's teeth with a toothbrush. Children explain, 'If you don't brush your teeth, you'll get bad teeth.' They play outside in all weathers. Children are fascinated to see how their bicycles make tracks in the snow. Older children take part in an organised sports session, where they practise a range of physical skills. They listen carefully to instructions and learn how to throw and catch balls and beanbags.

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

- The new manager is committed to leading a strong team that puts children at the centre of everything it does. She is working with her deputy to gradually make changes to further improve practice and the environment. In turn, staff say that management are approachable and supportive.
- There is clear progression through the nursery. Staff have realistic expectations about what they want children to be able to do before they move up to the next room or go to school. They provide a range of interesting activities that support children on their journey towards acquiring these skills and knowledge. Staff know the precise purpose of each activity and how their key children will benefit.
- Staff use familiar stories to capture children's interest. Children look at a book about a tiger who comes to visit. They become engrossed in making 'tea' and 'cakes'. Children have fun while practising meaningful skills. They competently pour water from a teapot and watch the effects of mixing flour and water.
- Children have many opportunities to develop their independence. Babies are beginning to feed themselves. Staff support toddlers to scrape their own plates. Older children count, 'one, two, three, stop', when pouring their own drinks, to make sure they do not overfill their cups.
- Children understand the rules of the setting. Staff model where to place

resources, and children eagerly help to put the equipment away. Staff praise children for their achievements. This encourages children to try harder and persevere, such as when they put on their own snowsuits.

- Staff take account of each baby's unique routine. Therefore, babies sleep and eat according to their own natural patterns. Consequently, they are very settled and content. However, staff working with older children follow a less flexible routine. For example, at times, staff divide children into pre-determined groups to take part in an activity, play outside or go into the 'messy room'. In addition, staff will interrupt children's deep engagement, for instance, to change a nappy at a set time. This means that staff do not consider children's choices, ways of learning and individual interests consistently.
- The manager has worked hard to build parent partnerships since the COVID-19 pandemic. As a result, she has introduced 'stay and play' sessions, special events and a very successful 'coffee and cake pop-in' for parents to meet informally with the management team.
- Parents highly praise the staff team and feel well-informed. They welcome the organised parents' evenings and the detailed information they receive, online and in person, about their children's learning and development.
- Staff work closely with parents and other professionals to maximise each child's potential. The whole staff team attends focused training that equips all of its members to meet the specific needs of children who attend. The special educational needs coordinator guides and advises staff effectively, ensuring that all children make progress. Parents comment on how much staff have helped them with, for example, filling out forms and signposting for advice and support.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her deputy have attended training that enables them to recognise ways to recruit more safely. They implement checks that contribute to staff's ongoing suitability. Safeguarding is always an agenda item at regular staff supervisions and team meetings. This enables staff to keep up to date with current legislation and ensures that safeguarding remains a focus of their individual practice. Staff are confident of the actions to take if they have any concerns about the welfare of a child or colleague, including in the event of an allegation against a colleague. The manager monitors accident and attendance records to be aware of any patterns that may indicate that a child is at risk.

What does the setting need to do to improve?

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

- review routines to increase the opportunities for toddlers and pre-school children to play uninterrupted, make decisions and follow their own interests.

Setting details

Unique reference number	EY412761
Local authority	Essex
Inspection number	10235428
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	55
Number of children on roll	67
Name of registered person	MB & SR Limited
Registered person unique reference number	RP529910
Telephone number	01277 624999
Date of previous inspection	14 March 2017

Information about this early years setting

Monkey Puzzle Day Nursery registered in 2010. It is situated in Billericay. The nursery employs 14 members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 5, nine hold level 3, one holds level 2 and there are two apprentices. The nursery opens from Monday to Friday, for 51 weeks of the year. Opening times are from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Fiona Sapler

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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of the nursery. The manager and room leaders spoke about their curriculum and how they help children learn.
- The inspector observed the quality of staff's interactions with the children, indoors and outdoors, and assessed the impact these have on children's learning.
- Staff and parents spoke to the inspector at appropriate times during the inspection. The inspector took account of their views.
- The manager carried out joint observations with the inspector.
- The inspector met with the manager and discussed how she leads the nursery.
- The manager showed the inspector documents to evidence staff 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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