

Inspection of Monkey Puzzle Day Nursery Edenbridge

55-57 High Street, Edenbridge TN8 5AL

Inspection date:

22 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children and their parents are warmly greeted by staff. Children talk excitedly about a Christmas movie they are going to watch and their matching outfits. Staff's interactions with children are positive and caring. At times, staff's support to meet some children's individual needs varies. Children in the main, play well together and staff support them with a calm and patient approach. Staff praise children for keeping themselves safe. For example, they thank children for putting their hands over their mouths when they cough. Children are encouraged to be independent as they share out cups at lunchtime. Sometimes, staff do not recognise opportunities when children could do more for themselves.

Overall, staff promote children's language skills. Children enjoy singing 'Santa got stuck up the chimney', joining in with the actions excitedly. Children enjoy exploring books, looking at the pictures and talking about the story. However, staff do not consistently extend the youngest children's language skills, to help them hear and learn new words. Older children recall previous learning. For example, they chatted happily together about the snowman pizzas they had made and how they were excited to eat these. At times, some children have to wait unnecessarily and this impacts on their enjoyment and engagement at mealtimes. For example, those with special educational needs and/or disabilities. Children enjoy exploring different sensory materials, such as pretend snow.

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

- Staff show that they are interested in what children say and can do. They are kind in their approach, supporting children's interests. They encourage children to freely choose from a range of resources, which are age-appropriate. Staff planned a special Christmas treat day based on children's interest and excitement about an elf.
- Staff encourage children to keep themselves safe. They remind children to wash their hands, encouraging them to help remind other children to do the same. Staff have provided mirrors for children to learn to wash their own faces. However, at times, this is done for children when they can do it for themselves.
- Children are keen to share things with their friends, showing them what they have found to play with. For example, younger children spend time exploring a talking tube and encourage their friends to have a go. Where children need further support to manage their behaviour, staff provide reassurance and gentle words to soothe children. Staff sang 'Rain, Rain Go Away' to distract children when playing with the water tray to engage them positively.
- Staff prioritise gaps in children's learning since the COVID-19 pandemic. For example, they successfully prioritise opportunities to develop communication and mathematical skills with older children and promote younger children's social

skills. Children enjoy counting each other in a circle and the number of bears in a story, proudly exclaiming 'I counted 32'. Children enjoyed exploring different sensory resources with an adult, talking about different smells.

- Leaders and managers are reflective and have plans for the future to support practice and provision. For example, they are developing the outdoor environment and a sensory space. They have plans to encourage children to self-serve at snack and lunchtimes. However, these plans are not yet in place, which impacts on the length of time children have to wait and, at times, their behaviour.
- Staff talk about how supported they feel. They talk highly of leaders and managers. They say they have received training to support them in their roles. However, training in meeting children's individual needs is not fully in place. This impacts on staff's ability to meet all children's needs most appropriately and ensure that they make the best possible progress.
- Staff are proactive in seeking advice and support from external agencies. They have recently introduced a new approach to planning and are positive about this. However, this is not yet embedded and this impacts on staff's ability to match activities and opportunities to what individual children need to learn next.
- Parents talk highly of the setting. They particularly reference the progress their children have made, such as in their social skills, reading and counting. They are happy with the communication that they receive from the staff about how their children are doing. They speak highly of the friendliness of the staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers know and understand their roles and responsibilities to safeguard children and adult well. Children are cared for in safe and secure premises. Leaders and managers have robust processes in place for the recruitment, vetting and ongoing suitability of staff. Staff demonstrate a good understanding of the signs and symptoms of abuse, including female genital mutilation. Staff know and understand how to seek advice and support if they had concerns about children or adults, including where to access relevant information about the referral processes to outside agencies.

What does the setting need to do to improve?

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

- ensure staff have appropriate training and professional development, so that they understand how to support the youngest children and those with special educational needs and/or disabilities in the best possible way
- strengthen planning to ensure all staff know how to match children's next steps to learning opportunities and activities provided, to support children to make

consistently good progress

- evaluate snack and lunchtimes and make changes to help minimise waiting times for children, so that this does not adversely affect their behaviour
- embed plans for the future to ensure all children can benefit from a full range of opportunities to extend their learning and development.

Setting details

Unique reference number	EY501538
Local authority	Kent
Inspection number	10269379
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 5
Total number of places	70
Number of children on roll	45
Name of registered person	SRM Associates Limited
Registered person unique reference number	RP906012
Telephone number	01732605341
Date of previous inspection	30 August 2018

Information about this early years setting

Monkey Puzzle Day Nursery Edenbridge registered in 2016 and is situated in Edenbridge, Kent. The nursery is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. There are 13 members of staff, seven of whom hold appropriate early years qualifications to at least level 3. This includes one member of staff who has early years professional status.

Information about this inspection

Inspector

Victoria Salisbury

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the nursery.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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