

Inspection of Monkey Puzzle Day Nurseries - High Wycombe

Rye House, 28 Easton Street, High Wycombe, Hertfordshire HP11 1NT

Inspection date: 16 March 2023

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 confident to explore their play environment. They have close bonds with the staff working in their rooms and with other staff in the nursery. Children seek reassurance from them when it is needed. Babies explore different areas to extend their experiences, adapting their use to enhance their interest and curiosities. For example, they roll a ball down the slide to see where it goes, using new skills to manoeuvre the ball from one place to another on their bellies.

Children are excited to discover new skills and experiences. Staff encourage them to experiment further and extend their thinking. They use open-ended questions to help children to think for themselves. Children question how things work and why. For example, in the pre-school room, children discuss vegetables, how to cut them and what they like and dislike. They openly share their experiences from home, talking about foods they like to eat. This continues at lunchtime, when children ask for certain foods to be served separately as this is how they prefer them.

Children develop a strong understanding of hygiene. Babies listen when staff ask if they need their noses wiping. Toddlers confidently visit the bathroom to wash their hands after messy play. Pre-school children use the toilet themselves and know to wash their hands afterwards. Staff give clear explanations about the importance of handwashing and discuss the need to remove germs to help keep them healthy.

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

- Children confidently develop independence skills. Staff encourage them to try tasks themselves. For example, they put on shoes to go outside and play. Children follow instructions to tidy away resources, showing responsibility for their toys and equipment.
- Older children thoroughly enjoy responsibilities to tidy and clean up. For instance, they relish tasks such as wiping tables and setting up for lunchtime. Children learn to problem-solve, making sure everyone has what they need for lunchtime. Children complete this task to their full satisfaction, taking pride in their learning.
- Children respond well to boundaries, explanations and rules. They care for their friends and listen carefully to instructions about sharing and taking turns. Staff use subtle strategies to distract children when they become frustrated and take their emotions out on their friends. Toddlers learn to appreciate each other's space, play and time with others.
- Staff are deployed well in the nursery. Children are supervised closely but given opportunities to decide where and how to play. They engage well, both indoors and outdoors. Staff help children to challenge and extend their skills and thinking. However, some staff do not always evaluate how effective their

practice is during mealtime activities. Therefore, on occasion, children do not receive the same level of positive engagement to support their learning as they do during child-led play.

- All children develop effective communication skills. They learn to hold conversations from an early age. Babies babble in turn with staff, expressing themselves through sounds, expressions and gestures. Children who speak English as an additional language have effective support to vocalise their needs. Staff emphasise words strongly to support children's development of English and to respect and reflect their home language. Older children use complex language to describe their play. They confidently hold long conversations, sharing ideas with their peers and staff. Staff introduce vocabulary to extend children's speech and understanding.
- Managers and leaders are highly reflective and adapt what they offer to meet the needs of the children who currently attend the setting. For example, they are in the process of developing a more enabling environment outdoors to mirror the learning inside to outside. Staff talk positively about using children's experiences outside to enhance their identified next steps in their development.
- Parents make positive comments about the care their children receive. They appreciate the handover process at the beginning and end of the day. Parents feel well informed about their child's day, the achievements they make and the next steps in their development. Staff use effective communication systems to share children's experiences and support parents' knowledge of how children learn through play. Parents are regularly invited to share their skills, cultures and experiences with children to enhance their knowledge of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge of how to protect children from harm. They have a clear understanding of the procedures to follow if they have a concern about a child in their care. Staff know the signs and symptoms of child abuse. Children learn to keep themselves safe. Staff use effective strategies to support children's experimentation with their physical skills. They learn to use equipment to their capabilities and to identify hazards, including through regular trips to the town and places of interest. These are carefully risk assessed and planned to promote all areas of learning as well as children's sense of safety.

What does the setting need to do to improve?

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

- develop staff's confidence to continually evaluate the effectiveness of their own practice and recognise the impact this has on children's learning and how this can be improved.

Setting details

Unique reference number	EY469145
Local authority	Buckinghamshire
Inspection number	10280217
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	0 to 4
Total number of places	60
Number of children on roll	50
Name of registered person	Little Cupcakes Childcare Limited
Registered person unique reference number	RP907077
Telephone number	01494700047
Date of previous inspection	14 August 2017

Information about this early years setting

Monkey Puzzle Day Nurseries - High Wycombe registered in 2013. The nursery is open on weekdays, from 7.30am to 6pm, for 51 weeks of the year, with the exception of bank holidays and public holidays. The nursery receives funding for the provision of free education for three- and four-year-old children. The nursery currently employs 10 staff, seven of whom hold relevant childcare qualifications.

Information about this inspection

Inspector

Claire Parnell

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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