

Inspection of Monkey Puzzle Day Nursery Southgate

2-16 burleigh parade burleigh gardens, London, Southgate N14 5AD

Inspection date: 28 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy spending time in this warm and welcoming nursery. They settle quickly and build strong bonds with staff, who are attentive to their needs. Babies show they feel comfortable as they snuggle in towards staff to listen to stories and take their hand to guide them to what they need.

Children develop their independence skills well. Babies learn to wipe their faces and find their drinking cup by looking for their photo. Toddlers and pre-school children learn to get their place mat ready for snack time and clean their plates after lunch. Children benefit from an embedded routine and know what is coming next as they go to the low-level sinks to wash their hands ready for activities. Children make choices freely throughout the day. They choose what songs they would like to sing and select resources to add items to their water play; they look for jugs and containers as they extend their own ideas.

Children behave well. Staff have clear expectations about behaviour and consistently support children to work together, take turns and use their manners. For example, children are encouraged to wait for their turn at the play dough table where they need a particular cutter. Regular reference is made to the 'golden rules' and staff offer praise and encouragement when these are followed, which supports children's self-esteem. As a result, children follow instructions well and actively work together.

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

- Staff advocate 'in the moment' planning and plan with children's interests in mind. As a result, babies maintain attention and concentrate well. They enjoy scooping rice and spaghetti into pots and practise their fine motor skills for long periods. Children make steady progress from their starting points and develop positive attitudes towards learning.
- Children are immersed in songs throughout the day and have developed a good repertoire. The youngest children use homemade props to select the songs they would like to sing. They join in with words and actions excitedly as they hold up their rockets and stars. Older children learn new songs about traffic lights as they begin to understand more about road safety.
- Children are developing a love of literacy. Reading stories is embedded as part of the daily routine for children of all ages. As children grow older, they demonstrate how they can handle books with care as they self-select reading as an activity of choice and listen attentively when stories are read.
- The preparation of children's early writing is well planned. The children develop good fine motor skills as they complete intricate activities such as threading straws and using play dough tools. They confidently pick up pom-poms using

tweezers in a maths activity. Children in the pre-school room are keen to make marks and write their names, and babies enjoy making vertical marks using brushes and cars.

- Children enjoy nutritious lunches and know how to be healthy. They prepare their own healthy foods, including chopping vegetables for spring rolls and making bread for their soup. They engage in a variety of movement activities, including yoga, to make sure they are exercising their bodies. Although children have access to a well-designed outdoor space, opportunities for physical development are limited. Staff do not maximise or plan for older children to have access to enough challenging physical play throughout the day.
- Staff are recognising children's needs and identify when they need further support. They work closely with parents and outside professionals to gather evidence for referrals. However, some children with English as an additional language are not getting enough support to learn new words and develop the key language they need to get the most out of the curriculum. Therefore, their progress is not as good as it could be.
- Leadership and management is a real strength at this setting. They are dedicated and reflective and have a clear and ambitious vision for the nursery. They improve the quality of the provision over time through effective coaching and mentoring of staff. Staff morale is high and their well-being is supported.
- Parents are happy with the education and care provided, and they highly recommend the nursery. They benefit from regular parents' meetings about children's progress, which means they know what the children are learning and how they can support them at home. They are kept up to date with what their child has been doing on a day-to-day basis via an online application and discuss a personalised approach to children's settling in and transitions.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the possible risks to children. They know the procedures to follow if they have a concern about a child or a member of staff. The managers regularly test staff's knowledge and make sure that their safeguarding training is always up to date. Regular staff meetings and supervision sessions are used to discuss any safeguarding concerns. Recruitment of staff is robust, and the manager checks their ongoing suitability. Staff carry out daily risk assessments, and appropriate action is taken to ensure children's safety at all times.

What does the setting need to do to improve?

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

- provide more effective support and careful intervention for children with English as an additional language so that they make even better progress with their

communication and language

- ensure that children's gross motor skills are further challenged and extended.

Setting details

Unique reference number	2627096
Local authority	Enfield
Inspection number	10281111
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	119
Number of children on roll	85
Name of registered person	Cherished Chimpz Ltd
Registered person unique reference number	2627095
Telephone number	0208 482 8822
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Day Nursery registered in 2021 and operates from premises in Southgate in the London Borough of Enfield. The nursery is open Monday to Friday, from 7.30am to 6.30pm, all year round, except for bank holidays. The nursery currently employs 20 members of staff, all of whom hold an appropriate childcare qualification, except for three apprentices.

Information about this inspection

Inspector

Sara Vincent

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 their 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 carried out joint observations of group activities with the manager.
- The inspector spoke to several 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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