

# Inspection of Monkey Puzzle Day Nursery Stafford

St. Paul's Parish Hall, Garden Street, Stafford ST17 4DD

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Inspection date: 3 July 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

Weaknesses in safeguarding mean that children's safety is compromised at this nursery. Staff have poor safeguarding knowledge. Breaches to the welfare requirements mean children's learning, safety and well-being are not promoted. Statutory adult-to-child ratios are not met. This has subsequent consequences on the quality of care provided. Staff struggle to meet the needs of all children. Young babies spend long periods of time upset and unsettled. Older children tend to wander alone. They do not engage in activities and teaching is infrequent. Leaders and staff do not identify and remove all possible risks to children. For example, overflowing cupboards and rubbish, such as an open tin can, are accessible to children. This puts children at risk of harm.

That said, older children are starting to build friendships. They work together to build brick towers and take turns to roll cars down tracks. This supports children to share their ideas and communicate with others. Young babies enjoy exploring paint. They use brushes, and smudge the paint with their hands, to make marks on paper. This helps to build the small hand muscles that they need for their future writing.

Staff give children gentle reminders on how to behave. Children generally listen and follow instructions. However, staff fail to identify the risks associated to children playing with items that are not age-appropriate. Risk assessments are not effective. For example, staff initially stop the toddlers from throwing large rocks from a set up activity. However, they allow them to continue to play with the rocks, even though they repeatedly try to throw them at each other. This puts children at risk of harm.

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

- The provider fails to ensure that there are sufficient staff to maintain the adult-to-child ratios and qualification requirements. This compromises children's safety and well-being during busy times because there are insufficient staff to meet their needs. To try and meet the correct ratios, children are placed in unfamiliar rooms with staff who do not know them well. As a result, children become overwhelmed and upset. This does not support children's learning and emotional development. Leaders continue to accept more children throughout the day, which compromises care even further.
- Staff deployment is poor. During the first part of the morning, the level 3 member of staff caring for babies is also in charge of the nursery. They have to regularly leave the room to answer the phone or greet children at the entrance. This leaves two unqualified members of staff trying to support eight babies. This does not meet the statutory qualification requirements for those caring for

young babies. As a result, some babies are distressed and their emotional well-being is affected.

- Teaching is sparse and inconsistent. Staff are busy trying to settle upset children or completing auxiliary tasks. Lots of children spend long periods of time wandering or alone. Staff struggle to keep areas clean and tidy. The lack of sufficient staffing results in teaching that is infrequent, and children lack quality interactions with staff. This means children do not make good enough progress in their learning.
- Leaders fail to fully support newly appointed staff. Induction procedures are poor and newly appointed staff do not receive ongoing supervision. Poor oversight of their training needs means staff do not have the knowledge they need to complete their roles effectively. This leaves staff feeling overwhelmed and struggling to fulfil their responsibilities.
- Risks within the environment are not identified and removed. Furthermore, when hazards are shown to the manager, she fails to remove them in a timely manner. A large gazebo in the garden is not fixed securely to the ground. Children pull and lean on the structure, and it wobbles. This could easily topple and cause an injury to a child.
- Children are learning about healthy lifestyles. Children enjoy balanced and nutritious meals and snacks. Staff prompt children to sit nicely while eating, and safely supervise them during this time. Hand hygiene practice is embedded into the daily routine. Older children independently use the bathroom and know to wash and dry their hands afterwards. This prepares them well for their next stage in learning, such as school.
- Parents speak positively about the nursery. They comment that the settling-in process was individualised for them and their child, and gave them comfort when returning to work. Regular information is shared via an online application. Staff complete comprehensive assessments when children start. This supports staff to set accurate starting points and next steps.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff do not have a good enough understanding of safeguarding. Not all staff are aware of possible signs and symptoms of abuse. They do not know the correct procedure to follow if they have concerns about children's welfare. Staff do not identify potential hazards to children or take swift action to minimise these. This compromises the safety and welfare of children. Recruitment procedures are robust and managers monitor the ongoing suitability of staff.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	Due date
ensure statutory qualification and staff-to-child ratio requirements are met for all rooms	17/08/2023
deploy staff effectively to meet the learning and emotional needs of all children	17/08/2023
carry out effective risk assessments to identify and minimise all hazards	17/08/2023
ensure all staff receive induction training and ongoing supervision to support them to understand their roles and responsibilities	17/08/2023
ensure all staff understand the safeguarding policies and procedures, to enable them to recognise signs of abuse and to know where to report any concerns.	17/08/2023

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
implement a stimulating and challenging curriculum that engages children and helps them to make at least good progress in their learning.	17/08/2023

## Setting details

<b>Unique reference number</b>	2522405
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10301859
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	79
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Sharma's Kiddicare Ltd
<b>Registered person unique reference number</b>	2522404
<b>Telephone number</b>	01785 250188
<b>Date of previous inspection</b>	24 November 2021

## Information about this early years setting

Monkey Puzzle Day Nursery Stafford registered in 2019. The nursery operates from Monday to Friday. Sessions are from 7.30am until 6.30pm, all year round, except for bank holidays. The nursery employs 13 members of staff. Of these, 11 hold appropriate early years qualifications from level 2 to level 6. One member of staff holds a qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katie Rudge

## Inspection activities

- The inspector discussed any continued 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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.

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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