

Inspection of Monkey Puzzle Day Nursery

1 Springvale Terrace, London W14 0AE

Inspection date:

12 July 2023

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

The quality of education is variable for children. Although leaders are clear about what they want children to learn, some staff are unable to interpret the curriculum in a way that helps children to learn. Some staff cannot explain clearly what they want children to learn from the curriculum activities on offer. In addition, children's behaviour is variable across the nursery due to the organisation of some routines and activities.

Children are happy and settled in the care of the staff at this friendly nursery. They form strong bonds with their named key person and are comfortable in the environment. Staff are kind and caring towards children and have good relationships with their parents. Children join in with circle time and enjoy singing familiar songs and stories indoors and in the garden. They try to join in with the actions to songs, and staff encourage them to sing along.

Children are encouraged to be confident and independent. At mealtimes, older children serve themselves and help staff to clear away their plates and cutlery. Children can go to the toilet and wash their hands without prompting from staff.

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

- Children have access to a wide range of resources and activities. However, children's learning is not structured enough, and some activities are not purposeful. Some staff are not clear about what they want children to learn, and therefore their play is not underpinned with clear objectives. For example, staff who are supervising a vegetable printing activity are unclear about what support children need to ensure that the activity is useful to their learning.
- At times, children wait too long for staff to organise transitions into the next part of the routine. At these times, children become bored; they begin to lose concentration and do not listen to staff. When children are busy and actively engaged, they respond well to staff and listen to instructions.
- Children separate happily from their parents and are happy to see staff. They are greeted warmly, and the younger children in particular enjoy cuddles with their key person. This helps children to feel secure and develop their sense of well-being.
- Although staff talk to children and narrate what they are doing, they do not consistently introduce new, challenging and descriptive words. This means that, during these times, children do not build on their existing vocabulary, and they do not have access to a language-rich environment to develop their speech further.
- Staff focus on children's fine motor skills. Children play with the role-play medical resources and try hard to peel open plasters to stick on each other and

the dolls. During these simple and everyday activities, children strengthen the muscles in their hands, which prepares them for drawing and writing.

- Children have access to the outdoor play space. Here, they can climb and run and develop their large-muscle skills. Babies enjoy being out in the fresh air, and staff are gentle as they help them to smell the flowers.
- The special educational needs coordinator (SENCo), although new to the role, is developing confidence in supporting children with special educational needs and/or disabilities (SEND). With the manager, the SENCo is supporting children to make good progress and to access the support of external professionals. The manager has identified training to further help the SENCo to develop these skills.
- The new leadership team has a clear action plan: to move staff's practice forward. The new manager has already identified the areas that need improving and has already started to make changes. Staff with more experience have been moved across the nursery to support the team by acting as role models. The manager meets regularly with individual staff to look at their training needs and sets clear objectives for development. Staff are engaging with the changes planned and meet as a team to ensure that the vision is shared by all.
- Parents feel that they are kept up to date with children's learning and the care they receive. Staff use an electronic app to communicate with parents, and they have discussions at the beginning and end of the day. Parents feel that the new manager is making positive changes in the nursery, and they are supportive of the team as a whole.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team gives staff clear policies and procedures to follow to keep children safe. Staff can identify the signs and symptoms of abuse and know who to contact to discuss these concerns. Ongoing training is provided for staff to keep up to date with a range of community safeguarding concerns, such as knife crime and gang cultures. Staff complete regular headcounts of children, and they risk assess the inside and outside play space to confirm that it is safe for all. Children's dietary needs and allergies are clearly signposted for all to ensure that children remain well.

What does the setting need to do to improve?

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

- develop the curriculum to ensure that it is ambitious, coherently planned and sequenced, and focused on individual children's learning needs
- review the organisation and routine of all activities to ensure that children remain interested and engaged
- provide older children with more opportunities to extend their language, to

further build their vocabulary.

Setting details

Unique reference number	EY419565
Local authority	Hammersmith & Fulham
Inspection number	10301075
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 5
Total number of places	84
Number of children on roll	58
Name of registered person	Crosby, Mark Antony
Registered person unique reference number	RP909500
Telephone number	02034909326
Date of previous inspection	3 January 2018

Information about this early years setting

Monkey Puzzle Day Nursery registered in 2010. It is based in West Kensington, in the London Borough of Hammersmith and Fulham. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. It receives funding to provide early education for children aged two, three and four years. The nursery employs 14 members of staff. Of these, 11 staff hold appropriate childcare qualifications.

Information about this inspection

Inspector

Laura Coletti

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the nursery.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 spoke with the leadership team about the leadership and management of the nursery.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact 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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