

Inspection of Monkey Puzzle Day Nursery Marleigh

Unit 4, Jubilee Square, Cambridge CB5 8UW

Inspection date: 26 July 2024

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 well settled and keen to join in with play. They demonstrate that they have secure and trusting bonds with staff and that they feel safe in the nursery. Staff take time to get to know children and their families well from the start. They ensure that each child is valued and that their specific needs are met. Children show good levels of engagement and attention. They behave well, showing familiarity with the nursery rules. Staff sensitively intervene when needed to help resolve any minor conflict and help children to understand and voice their emotions. Children gradually develop the skills to self-regulate and begin to show compassion and understanding to their peers.

Staff talk to children as they play, introducing new words to help them build a wide vocabulary. They sing songs and re-enact favourite books with children. Staff understand that children benefit from repetition to help embed learning. All children enjoy looking at books, both independently and with staff. They borrow books to take home and share with their family. Staff working with babies are nurturing and respond to their needs promptly. They talk in soft tones and repeat back the sounds babies make, helping them to develop the back-and-forth rhythm of conversation.

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

- Leaders have established a clear curriculum that builds on what children know and can do. Staff understand the curriculum well and observe children and plan appropriately for their individual next steps in learning. Children gain the key skills they need for the next stage in their education and for life in modern Britain.
- Parents are very positive about the nursery and the care their children receive. They say that they are well informed about their child's day and the progress they make in learning. Parents add that staff provide ideas to help them support their child's ongoing learning at home.
- Staff help children to learn about customs, faiths and festivals that are different to their own. Staff teach children about their home country, bringing in traditional clothing and food. They explain the differences in how children live in different countries. Staff also invite parents to explain why festivals and customs are practised, such as Diwali. This gives children a meaningful insight into other cultures and helps them to gain an inclusive outlook on life.
- Children with special educational needs and/or disabilities (SEND) receive tailored support to help them join in with activities and make good progress in their learning. Staff work closely with parents and other professionals who support the family to understand how to adapt and plan to meet children's individual needs.

- Staff seek children's consent before helping them with care routines. They are respectful towards children and encourage them to become independent in managing toilet routines, self-serving food and putting on coats and shoes. Older children learn what they need to do to keep safe on hot days. They know they must drink water to keep hydrated, wear a hat and put on sun cream to protect their skin.
- Leaders act with integrity in all aspects of the provision. They ensure all children have full access to their entitlement to early education. Leaders support staff to train, gain qualifications and progress their careers. They balance supporting staff well-being with ensuring the requirements of the early years foundation stage are met.
- Staff understand the curriculum and provide children with varied activities that seek to broaden their experiences. However, they do not always encourage children to speculate what will happen next and try out their ideas. Staff tend to over-pronounce the sounds that letters represent when introducing initial sounds of words. This can lead to confusion when children move on to school and are taught phonics in line with the primary school curriculum.
- Children enjoy the outdoor space at the nursery every day and go on outings to the local parks. The outdoor space provides opportunities to be physically energetic and play with sand and water. However, staff have not considered how to provide rich opportunities for children to immerse themselves in and explore the natural world.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- seek further ways to identify professional development opportunities for staff that focus on developing a deeper knowledge and understanding of teaching and learning
- support staff to broaden opportunities for children to explore the natural world around them.

Setting details

Unique reference number	2710005
Local authority	Cambridgeshire
Inspection number	10357297
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 4
Total number of places	72
Number of children on roll	64
Name of registered person	RFTC LTD
Registered person unique reference number	2710003
Telephone number	07903962521
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Day Nursery Marleigh registered in 2022. The setting operates from 7.30am to 6.30pm, Monday to Friday for 51 weeks per year. It closes for one week between Christmas and New Year. The setting employs 16 childcare staff, nine of whom hold relevant early years qualifications at level 3 or above. The setting provides funded early education to two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator 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 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 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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