

Inspection of MonkeyMoos Huntley Wharf

4a Kenavon Drive, Huntley Wharf, Reading, Berkshire RG1 3DH

Inspection date: 27 August 2024

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

What is it like to attend this early years setting?

The provision is inadequate

Although most children enjoy their time at the nursery, the overall quality of the provision is poor. Some staff lack sufficient understanding of their roles and responsibilities. At times, the deployment of staff is not good enough to support children's care and learning needs. Some staff lack awareness of what children are doing, which does not adequately ensure children's safety.

There is a curriculum based on the children's needs, although some staff do not implement teaching to support this. There are staff who know children as individuals and know their needs, including those who may need additional support. However, not all staff engage with children, and some make very little effort to teach them. Children sometimes wander around and lack interest in their play and learning. This does not ensure all children make the progress they are capable of. Some staff are inconsistent in how they support children's behaviour. This does not help children to gain a secure understanding of the behaviour expectations.

Some children benefit from interactions with staff who have skills to promote their learning. This ensures some activities support children's learning, such as babies enjoying regular singing. Babies show that they are learning the words and actions to familiar songs and rhymes. All children enjoy spending time outside. They explore appropriate resources and enjoy being active. Older children gain some skills for moving on to school. For example, they learn how to use tools such as scissors safely.

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

- Leaders recognise that there are weaknesses in the quality of the provision and some staff's practice. They are working to address issues and have identified development plans. Staff have access to training and professional development. However, this is not yet having an impact to ensure all staff have sufficient skills and knowledge to support children. Senior staff are generally good role models to other staff in how they teach and support children. However, sometimes the busy environment means that they are unable to guide and support inexperienced staff.
- Sometimes, leaders do not ensure that staff deployment is effective to supervise children closely. This was seen during the inspection when staff did not notice toddlers moving around with musical instrument drumsticks in their mouths. In addition, staff were not aware when a toddler played in the toilets for several minutes by themselves. At times, children's unsafe behaviours, such as toddlers climbing and standing on shelf units or tables, sometimes go unnoticed by staff. This compromises children's safety.

- At times, the environment becomes chaotic, and children are left to their own devices. This leads to some children's behaviour deteriorating, such as snatching toys from others and throwing toys. Leaders do not ensure that all staff are aware of how to support children's understanding of the behaviour expectations. Staff sometimes do not manage children's behaviour appropriately, such as taking toys from them without explanation. Nevertheless, some staff remind children about some expectations, such as using their walking feet.
- Overall, most staff have a secure understanding of the learning intentions of the activities they provide. However, the quality of some staff interactions, teaching and engagement with children is poor. For example, these staff do not speak to children or make eye contact with them and fail to engage them in purposeful play and learning.
- Some staff promote good hygiene routines consistently and help children to gain an understanding of the importance of this, such as handwashing before eating. Some staff also wear disposable gloves when handling food or changing nappies. However, other staff do not follow good hygiene procedures, such as to clean their hands before handling young children's food and cutlery. Furthermore, they do not ensure children's hands are clean before they eat. This does not promote children's good health and well-being.
- Although there are weaknesses in the nursery provision, children benefit from some support. Staff put out some activities that reflect children's interests, such as drawing materials. Children enjoy looking at books, and staff read a selected book regularly, such as to pre-school children. This helps to support children's developing literacy skills. Leaders understand the needs of children with special educational needs and/or disabilities and those that need extra help and support. However, overall, teaching does not consistently meet all children's learning needs well enough.
- Staff warmly welcome children and their parents on arrival and spend time gaining information. This helps staff gain awareness of children's needs and their home experiences, such as weekend activities. Staff also take steps to understand children's backgrounds, such as celebrations and languages spoken at home. This helps staff include children's individual backgrounds.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
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provide effective support, coaching and professional development to staff to develop their skills, knowledge and practice to raise the overall quality of practice and the provision	28/10/2024
ensure staff are deployed effectively to support and meet children's needs effectively and promote their safety	28/10/2024
ensure staff develop a good awareness of how to keep children safe in order to minimise risks and dangers to them	28/10/2024
ensure staff develop a good understanding of how to support and manage children's behaviour to help children develop a secure awareness of the behaviour expectations	28/10/2024
ensure staff follow consistent hygiene procedures to minimise the spread of infection to promote children's good health.	28/10/2024

Setting details

Unique reference number	2744272
Local authority	Reading
Inspection number	10360542
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	65
Number of children on roll	85
Name of registered person	Monkeymoos Daycare Ltd
Registered person unique reference number	RP535505
Telephone number	01635 635635
Date of previous inspection	Not applicable

Information about this early years setting

MonkeyMoos Huntley Wharf registered in 2023. It is located at Huntley Wharf, Reading, Berkshire. The nursery is open for 51 weeks of the year, Monday to Friday. The main opening hours are 7.30am to 6.30pm, and in agreement with the nursery, additional time from 7am to 7.30am and 6.30pm to 7pm may be available. There are 11 staff who work with the children. Of these, four staff, including the manager, hold relevant early years qualification at level 3 and above.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a learning walk and discussed the aims and rationale of the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children chatted to the inspector and interacted with her during the inspection.
- The inspector spoke to staff at appropriate times during the inspection.
- A leadership and management meeting was held with the manager and deputy manager during the inspection.
- The inspector spoke to a small number of parents who were available on the day of the inspection and took account of their views.

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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