

# Monkey Puzzle Day Nursery

50 Chapel Street, Billericay, Essex, CM12 9LU



|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 14 March 2017 |
| Previous inspection date | 10 May 2016   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires Improvement | 3        |
| Effectiveness of the leadership and management                |                         | Good                 | 2        |
| Quality of teaching, learning and assessment                  |                         | Good                 | 2        |
| Personal development, behaviour and welfare                   |                         | Good                 | 2        |
| Outcomes for children   |                         | Good                 | 2        |

## Summary of key findings for parents

### This provision is good

- Following the last inspection, the manager has worked tirelessly to make improvements that benefit children's care and learning. Supervision, support and coaching of staff are much improved to raise the quality of their teaching.
- Children and babies are happy and settled as they develop very warm and trusting relationships with their key person and other nursery staff. Play spaces are well resourced and babies and children play in relaxed and welcoming environments.
- Staff use effective methods of observation and assessment to gain a clear understanding of the skills children need to develop. The progress of individual children, and groups of different children, is now carefully tracked and monitored to ensure that no child gets left behind.
- Staff build positive partnerships with parents and other early years professionals. They successfully work together to meet children's individual care and learning needs. Effective channels of communication are established, particularly in relation to the care of children who have special educational needs and/or disabilities.

### It is not yet outstanding because:

- On occasions, staff do not ensure that children can persevere, play without interruption and continue exploring an activity before moving on to the next.
- The new behaviour management strategies have not yet been fully embedded to increase all children's understanding of what is expected of them.

## What the setting needs to do to improve further

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

- enable children to play without interruption and provide sufficient time for them to explore activities to their satisfaction before introducing new ones
- support staff to apply the good new strategies that consistently encourage all children to manage their own feelings and help them to relate well to others.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and safeguarding policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written testimonials.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Management and staff understand their responsibility to keep children safe from harm. They assess risks and can recognise the potential signs and symptoms of abuse. Procedures for the recruitment and induction of new staff are thorough. Staff build on their qualifications, attend training and complete online courses. This helps them to develop their skills in early years practice and keep up to date with changes to legislation. A real sense of community has been created as parents attend forum meetings with the staff and work together for the benefit of the children. The manager and staff work closely with other early years professionals and are very receptive to the recommendations made by local authority advisers. Good information sharing with local schools helps to promote continuity in children's care and learning.

### Quality of teaching, learning and assessment is good

Staff provide varied and imaginative experiences based on children's interests and learning priorities, both indoors and outside. Children thoroughly enjoy the staff joining in with their play because of their fun, enthusiastic approach. Communication and language are promoted well. Staff involve children in discussions at story times and during small-group activities. Older children use puppets to retell familiar stories and act out real-life scenarios, such as a visit to the hairdressers. Staff working with babies encourage them to babble and explore sounds. Toddlers use props and musical instruments to stimulate their interest in songs and rhymes. Children show great curiosity as they experiment with different tools and explore melting ice. They enthusiastically discuss what happens as they pour water into containers of different sizes.

### Personal development, behaviour and welfare are good

Children and babies benefit from good settling-in procedures that are based around their individual needs. This helps to support them in the move between home and the nursery. Staff interact with the children in polite and respectful ways and children are beginning to share toys and use good manners. Praise and encouragement are given to raise children's confidence and self-esteem. Most children typically behave responsibly and the majority listen well and pay full attention. Babies respond incredibly well to the gentle and nurturing approach of staff and are happy and settled in their care. Children have a very positive attitude to being physically active and playing outdoors. This contributes to promoting a good understanding of a healthy lifestyle.

### Outcomes for children are good

All children make good progress from their individual starting points, including those who receive early years pupil premium funding. Children are eager to join in and try to do as much as they can for themselves. Babies freely explore their environment and enjoy examining sensory materials and toys that make different sounds. Children are well prepared for their move on to school. They learn to recognise the sound of letters and enjoy sharing their favourite books with staff. They count and sort objects and use mathematical language as they play.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY412761  |
| <b>Local authority</b>                           | Essex   |
| <b>Inspection number</b>                         | 1054879   |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 55  |
| <b>Number of children on roll</b>                | 56  |
| <b>Name of registered person</b>                 | MB & SR Limited                                     |
| <b>Registered person unique reference number</b> | RP529910  |
| <b>Date of previous inspection</b>               | 10 May 2016   |
| <b>Telephone number</b>                          | 01277 624999  |

Monkey Puzzle Day Nursery was registered in 2010 is one of two settings run by the same limited company. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds level 5, seven hold level 3, and two hold level 2. The nursery opens from Monday to Friday for 51 weeks of the year. Opening times are from 7am until 7pm. The nursery provides funded early education for three- and four-year-old children.

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