

Inspection of Monkey Puzzle Cheam, Sutton

Monkey Puzzle Day Nursery, Priory Crescent, Cheam, Sutton SM3 8LR

Inspection date: 27 June 2025

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

Breaches to the safeguarding and welfare requirements have an impact on the safety and well-being of children. For example, leaders do not consistently follow their safe recruitment policy. Leaders do not ensure that staff have a secure knowledge of how to keep children safe. For example, not all staff know how to report their concerns appropriately to ensure children's safety. This compromises children's safety.

Staff encourage children by giving them praise and talking to them. They create warm relationships that help children to feel happy. However, leaders do not ensure that staff have sufficient training to understand the needs of children. A lack of consistent training for staff on their roles and responsibilities creates inconsistencies in practice. For example, staff do not receive training on how to use new resources to promote learning. The curriculum lacks focus for all children. This limits children's ability to develop positive attitudes to learning.

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

- Leaders do not carry out Disclosure and Barring Service checks on all staff. They cannot be assured that staff are suitable to work with children. This jeopardises children's safety.
- Leaders have not ensured that all staff have a secure understanding of safeguarding. This includes those with a lead safeguarding responsibility. Several staff have gaps in their understanding of how to report concerns. They do not have a secure shared understanding of their safeguarding policies and procedures. As a result, children's welfare cannot be assured.
- Leaders' approaches to induction training for staff are not robust. Some staff have a limited induction that does not include checking their knowledge of safeguarding. As a result, some staff feel overwhelmed and unsure about their roles and responsibilities. Leaders do not use induction or ongoing support to check staff feel competent to care for children. This impacts negatively on the quality of care and learning provided for children.
- Leaders do not ensure that all staff are clear on the curriculum intent, implementation or assessment of children's learning. As a result, staff lack confidence about their roles in supporting children's learning or how to use assessment tools implemented by leaders. As a result, children do not have access to well-sequenced or ambitious activities that enable them to build on their knowledge and skills. This limits children's learning.
- Staff speak to children in warm and encouraging ways. They encourage children to engage in back-and-forth conversations. Staff ask children questions about what they like to play with. Staff engage children in reading activities that promote their love of stories. They sing to babies and teach them familiar songs.

This supports children's early language skills.

- Staff consider the needs of children with special educational needs and/or disabilities (SEND). They support parents to reach out to external experts to support learning where required. Children with SEND receive expert help. This helps them to access future learning.
- Staff provide children with a nutritious diet. They plan a varied menu that considers which foods are healthy. Staff ensure that they learn about any allergies and intolerances that children have. They make sure that children spend time outside every day in the fresh air. This supports children's physical health.
- Parents report that they have warm relationships with staff. They say that children feel happy and settled at nursery. Parents report that they receive information about children's day, including what they have eaten and when they have been changed. This helps them to understand children's experiences at nursery.

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
ensure that recruitment checks are carried out for all staff to ensure that they are suitable	31/08/2025
ensure all staff receive effective safeguarding training to help them to understand how to keep children safe	31/08/2025
provide all staff with effective induction training to help them to understand their roles and responsibilities	31/08/2025
support staff to implement a well-planned curriculum that clearly identifies learning intentions for all children, to help them make good progress.	31/08/2025

Setting details

Unique reference number	2782237
Local authority	Sutton
Inspection number	10408916
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	1 to 4
Total number of places	84
Number of children on roll	48
Name of registered person	Monkey Puzzle Day Nurseries (Sutton) Limited
Registered person unique reference number	2782238
Telephone number	02086449503
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Cheam, Sutton registered in 2024. It is based in the London Borough of Sutton. The nursery is open each weekday, from 7.30am to 6pm, for 51 weeks of the year. The nursery employs eight members of staff. Of these, five staff hold appropriate childcare qualifications at level 3 or above. The nursery provides funded early years education for children.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector and the deputy manager carried out a joint observation of a communication and language activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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