

Monkey Puzzle Day Nursery (Southport)

54-56 Houghton Street, SOUTHPORT, Merseyside, PR9 0PN

Inspection date

Previous inspection date

25/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- Partnerships with parents are very good and the nursery has established very secure procedures for working with other agencies and services. As a result, children's unique health and learning needs are known and met well.
- Teaching is consistently good across the nursery and children's learning is assessed and well planned for. The effective key-person system in place means strong bonds have been formed. Children are at ease, which allows them to engage fully in the purposeful learning opportunities provided.
- The owners and day-to-day management team demonstrate a strong commitment and ability to build on the quality of the nursery. Children are protected from harm because staff at all levels understand the safeguarding policies well. The premises are well maintained and staff follow the procedures for promoting children's safety with consistency.

It is not yet outstanding because

- There is room to refine the organisation of some daily routines, so that disruptions do not impact on the enjoyment and learning of the different groups of children.
- Staff are not yet maximising the opportunities to support children to talk about and learn about each others cultures and beliefs.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the three playrooms, the outside learning environment and viewed equipment being used on the day of the inspection.
- The inspector interacted with children and spoke to staff and some of the parents at appropriate times throughout the inspection.
- The inspector held a meeting with the owners and manager. He also discussed the self-evaluation arrangements and plans for improvement.
- The inspector undertook a joint observation with the deputy manager and held a discussion with the special educational needs coordinator.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector sampled a range of documents including planning and assessment records.
- The inspector checked the arrangements for first-aid trained staff and their deployment to enable them to respond to emergencies quickly.

Inspector

Frank Kelly

Full report

Information about the setting

Monkey Puzzle Day Nursery (Southport) was registered in 2014 on the Early Years Register. It is situated within the town centre of Southport, Merseyside and is managed by a limited company. It operates from four playrooms over two floors and there is an enclosed area available for outdoor play. The nursery employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications including one member of staff who has Qualified Teacher Status. Another member of staff has an early years foundation degree and 12 staff have a qualification at level 3. The nursery opens Monday to Friday, all year round, with the exception of bank holidays and a week at Christmas. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 128 children on roll, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and a number of children who have special educational needs and/or disabilities. It is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- enhance further the good practice for enriching children's language by supporting staff to review daily routines, such as when preparing for meals, so that activities, including storytime are not disrupted and the opportunities for children's developing communication and language are maximised
- support staff to further explore the customs and home routines of children who attend more fully, so as to enhance the ways they support children to talk about and explore the similarities and differences of their nationalities and culture.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children benefit from this well-resourced and thoughtfully organised nursery. Their very good access to a wide range of developmentally appropriate and attractively presented toys and equipment means that they are active learners. Children are eager to explore their world and test what things do both indoors and when outside. For example, recently mobile babies delight in the things they can reach independently. They squeal with excitement as they make marks on the chalkboard and create noises by swishing the cord attached to the wind chime. Those still crawling are fascinated by the sounds and the feel of the bamboo floor mat. The quality of teaching is good and staff demonstrate a very secure understanding about how the activities they provide contribute to children's

development, spanning the seven areas of learning. For example, in the room for older babies, staff accurately identify how a group music and movement activity is actively fostering all of the three prime areas of learning. During such activities, staff support the children sensitively. This allows the less confident children to be drawn into the activity at their own pace. Consequently, they are building confidence, which is an important part of the younger children's development. Hesitant children are soon rushing forward, their fingers opening and closing in anticipation of grasping the musical shakers. In the garden, pre-school children test what they can do with the blocks, planks and tyres by lining them up to create a walkway. Staff ensure that learning is fostered appropriately. The younger children are encouraged to take safe risks as they walk along and balance. Older children are encouraged to count and calculate in purposeful situations. As they add to the construction, they problem-solve, practise their balancing and physical skills and use language to express their ideas.

Children benefit from a good range of adult-led and free-play activities, which support them to extend their learning. The use of natural materials linked to the seasonal changes provide variety and fresh interest. Older babies use small branches of leaves to paint and make patterns with. Pre-school children use seed cases, conkers and pinecones they have collected to create patterns. This creates good opportunities for children to use new vocabulary, for example, staff talk about the leaves making a, 'crunch, crunch, crunch' noise. Children are encouraged to discuss their patterns and the feel of the autumnal vegetation. They use words, such as shiny, spiky and smooth. In the baby room, staff talk in animated tones, sing songs and respond in two-way conversations, as the children squeal and make sounds. Staff supporting toddlers point to objects and pictures and they repeat the words to reinforce their meaning. This helps children make secure connections about what they are talking about. Children who speak English as an additional language are well supported. Key words are sought and an electronic translator means that staff can use visual and audio aids to support children as they gain awareness and understanding of English. For all children staff use a wide range of songs and stories that have rhymes and interesting rhythms to help children explore language. However, on some occasions the effectiveness of such activities for children in the toddler group are lessened. Children become distracted by the preparations for meals and snacks undertaken by other groups in the nursery. As a result, those children listening to a story have their concentration and pleasure affected. It means that for some children they do not remain engaged and focused. Nevertheless, the systems in place for assessment and planning for children's progress are effective. Staff use a tracking system to support them to identify if children are showing development typical for their age and they have begun to complete a regular summary of children's progress, which is shared with parents. Staff engage parents when children first start to allow them to identify where children are in their development. Frequent observations and discussions with parents support staff further to identify children's starting points. The progress check for children between the ages of two and three years is completed following consultation with parents. The nursery has effective systems for engaging other services and professionals should children require early intervention. Consequently, children's needs are identified quickly and tackled early to ensure children get the support they need.

Toys, books and dolls are representative of the diversity of children attending nursery and within today's wider society. They form a sound basis for promoting an inclusive and

welcoming environment. Staff have begun to invite some parents to record stories in their child's home language and invite them to bring in pictures from extended family celebrations. However, staff have not yet fully considered how they can use these types of activities to help children share traditions and customs to allow older children to regularly talk about past and present events in their lives and compare the traditions and customs of their family. Children enjoy opportunities to build their skills and learning on a daily basis. For example, two-year-old children pour water into jugs and fill buckets with sand, which helps their coordination and introduces early mathematical understanding of capacity. It also promotes their coordination and physical dexterity. All children have access to materials that can be manipulated, such as play dough, which help build the muscles that support children's future writing skills. All children have access to developmentally appropriate things to write and make marks with and staff encourage children to make marks in the sand tray and mud kitchen. Labels and pictures help children to form their early reading skills and older children are encouraged to seek their name labels to self-register. Consequently, all children make good progress given their starting points and are acquiring the skills, attitudes and dispositions they need to be ready for school.

The contribution of the early years provision to the well-being of children

Parents are actively engaged as part of the settling in routines for their children. It means that staff and the key persons are well informed about children's unique needs and relationships between staff and parents are quickly formed. Staff throughout the nursery have a pleasant nature and are welcoming and friendly to all children as they arrive and move through the common areas on route to their playroom. As a result, children are secure and at ease. They enter eagerly, excited to share their news with all they meet. Arrangements for supporting children as they move through nursery and onto school are effective. This means that children's well-being is promoted as they remain secure and confident, which minimises the disruption to their continued learning and development.

Staff ensure they have the time to follow children's individual routines for rest and eating. The arrangements for supporting children with specific needs and dietary requirements are rigorously followed. The owner takes responsibility for the management of food preparation and ensures that all staff are familiar with children's particular needs and any potential signs or indicators of a reaction to allergies. Care plans are detailed with specific guidance for staff to follow. Arrangements for first aid in emergencies are effective as staff who have up-to-date training are deployed on both floors of the premises. Staff's high, but realistic expectations are evident as they encourage children to develop their self-help skills and understanding of good hygiene procedures. Healthy lifestyles are further promoted, as children of all ages are encouraged to play outdoors on a daily basis. Younger children undertake regular music and movement sessions, and older children participate in a daily exercise activity at the start of the morning and afternoon sessions. This helps children to raise their heart rate and helps them to become energised. Drinks are available throughout the day, which ensures children remain hydrated. Care of the nursery hens, including learning about where eggs come from, as well as the growing of a wide range of vegetables and salad crops is helping children learn about and adopt

healthy eating habits and hygiene routines.

Children behave well as staff provide positive role models for them to mirror. Staff are very calm and polite in their interactions. They praise children when they listen, for example, they remind them to make space for their friends when getting ready to use the bathroom. They encourage children to be gentle when handling the ladybird and other mini-beasts they find in the garden. As a result, children are learning to respect each other and care for other living things. This helps children's social and personal development, as they begin to understand appropriate behaviours while in groups.

The effectiveness of the leadership and management of the early years provision

The nursery is well managed and equipped with good quality furniture and resources. The owners, managers and staff demonstrate a very secure understanding of the requirements of the Early Years Foundation Stage. Effective procedures for recruitment and selection of staff ensures that staff have the relevant skills and integrity for their roles. All staff have completed a Disclosure and Barring Service check. Records of such checks, along with references of character and experience, and copies of any relevant qualifications are retained. The arrangements for safeguarding and child protection are being reviewed and updated. All staff have completed relevant safeguarding and child protection training appropriate to their post and responsibilities. Information about the steps to take to report concerns and what to do in the event an allegation being made are accessible and displayed throughout the nursery. As a result, the owners and staff at all levels demonstrate a secure understanding of the procedures to promote the safety and well-being of children. Children are further protected as the premises are very well maintained and organised. Security is effectively maintained and staff ensure that children are supervised at all times. Risk assessments are in place and staff check the equipment and environment regularly throughout the day.

The staff team have a wide range of qualifications and experience, which is reflected in the quality of care and teaching provided for children. Induction, supervision and appraisal systems are being implemented in a consistent manner. They provide staff with a secure framework to work within and as a result, staff are confident and efficient in their implementation of safety procedures and care of the children. The owners have a vision of the quality service they strive to provide and communicate this well to the day-to-day management and staff team. Consequently, staff are enthusiastic and work well as a team. This creates a pleasant place for children to be where they are nurtured. Action plans and areas for improvement have been identified, for example, engaging with other professionals to establish dental hygiene programmes. The recently appointed manager and the deputy manager monitor the learning programme and quality of teaching. They do this to develop the range of resources available and activities provided, and to check that the summaries of children's development are secure. Consequently, all children progress well. The arrangements for identifying children who require additional challenge and those with emerging gaps in their learning and development are identified and targeted effectively. This helps the individual child make good progress based on their

unique abilities and starting points.

A key strength of the nursery is its parental partnerships. Good information is sought and shared from when children start and as part of the ongoing ways children's unique needs and learning continue to be promoted. Parental groups, information boards about how play links to each area of learning, and story and activity packs are available for parents to take home. Information in the packs provide suggestions about how to support children's learning during the activity. Regular newsletters provide a wealth of information. Parents' evenings and daily chats are undertaken and parents are actively encouraged to update staff with what their children are doing at home. Parents value the information shared and speak highly of the care they feel their children receive. They appreciate the owners and staff's professional and welcoming approach.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY475058
Local authority	Sefton
Inspection number	966211
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	87
Number of children on roll	128
Name of provider	James Barrington Limited
Date of previous inspection	not applicable
Telephone number	01704807897

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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