

Monkey Puzzle Day Nursery

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



Inspection date

26 October 2018

Previous inspection date

25 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Teaching, overall, is good. Some teaching, particularly in the toddler room, is better than good. Children display high levels of self-confidence and self-esteem and are eager to have a go and join in with the enthusiastic staff.
- A strong emphasis is placed on helping children to lead a healthy lifestyle and keep themselves safe. Children take part in cooking activities with the chef, grow their own produce and follow good hygiene procedures.
- The vibrant learning environments are constantly under review and provide children with a vast array of exciting learning opportunities, both indoors and outside. In the baby room, a strong focus is placed on helping the youngest children to explore using all of their senses.
- Staff are good role models who treat children with kindness and respect. They constantly praise children, giving them a real sense of achievement. Children display high levels of self-confidence and self-esteem.
- Self-evaluation includes the views of parents, staff and the children. This means changes made are highly beneficial to all involved. For example, a recent expansion in the provision means that more funded places are now available to children within the local area.

It is not yet outstanding because:

- Systems for sharing information about children's learning at the start of their placement and when they move between rooms in the nursery are not robustly implemented to help children make the best possible progress.
- The quality of interactions during some activities and routine times of the day is not highly effective in extending children's developing social skills and does not always provide enough opportunities for children to follow their own ways of doing things.

What the setting needs to do to improve further

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

- strengthen systems for sharing information about children's learning at the start of the placement and when they move rooms within the nursery, to help them make even better progress
- review the ways in which some routines and activities are carried out, to maximise opportunities for children to build on their existing social skills and follow their own ways of doing things.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke to the staff and the children at appropriate times throughout the inspection.
- The inspector held a meeting with the provider, manager and deputy manager. She looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of leadership and management is good

The management team and staff are committed and demonstrate a constant desire to improve. Staff are supported through targeted reviews and attend regular training to help them keep their knowledge up to date. Safeguarding is effective. Staff have a thorough understanding of their roles and responsibilities to keep children safe. They know how to identify the signs that children could be at risk of harm and the procedures to follow if they have concerns about a child. Systems for assessing potential hazards are implemented well. This helps to minimise any risks to children. Parents comment that they are 'very happy' with the quality of care provided for their children and they say staff are 'brilliant'. Monitoring of educational programmes is robust. Staff take swift action to address any emerging gaps in children's learning.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. They observe children regularly and make precise assessments of their learning. Staff interact with children down at their eye level. This helps to maintain children's focus and attention. Staff value the importance of talking and listening to children. They ask meaningful questions as children play and give them time to think and answer. Children listen attentively to a favourite story, discuss the characters and predict what might happen next. Additionally, they demonstrate their active imaginations as they use available resources, such as high-visibility jackets, tools and boxes, to act out the story. There are many opportunities for children to practise their literacy skills. For example, babies make marks with their fingers in foam and older children use a variety of different media to design safety signs for the nursery. Staff make good use of an online application, diaries and chats with parents to keep them informed of their child's ongoing progress.

Personal development, behaviour and welfare are good

Children serve themselves food and pour their own drinks. This helps to support their independence well. All children behave well, given their ages and stages of development. Staff relay consistent messages to children about what is expected of them. Overall, settling-in sessions are used well to help staff get to know children and their families. For example, new children bring in photographs of their family for the family tree. Information about children's unique dietary requirements or medical needs is consistently collected and used to ensure their individual needs are met. Staff comfort restless children and lovingly rock babies to sleep. Furthermore, children who require a sleep are supervised at all times. This further ensures their well-being and safety.

Outcomes for children are good

Additional funding is used well to provide resources and training where it is needed the most. Children are gaining the key skills needed for future learning and school. They are keen and active learners who demonstrate curiosity and are eager to learn new skills. Children listen attentively, share, take turns and participate well in group activities. All children make good progress, including those who have special educational needs and/or disabilities and those who speak English as an additional language.

Setting details

Unique reference number	EY475058
Local authority	Sefton
Inspection number	10069717
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	87
Number of children on roll	102
Name of registered person	James Barrington Limited
Registered person unique reference number	RP905525
Date of previous inspection	25 September 2014
Telephone number	07825 007184

Monkey Puzzle Day Nursery registered in 2014. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6.30pm. The nursery employs 20 members of childcare staff. Of these, 13 staff hold appropriate early years qualifications at levels 2 to 6. One member of staff holds qualified teacher status. Six members of staff are unqualified. The nursery provides funded early years education for two-year-old children.

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