

Inspection of Monkey Puzzle Day Nursery

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

Inspection date:

15 November 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Standards have declined since the previous inspection. Weak practice, particularly in relation to safety and hygiene, places children at risk of harm. The provider has not ensured the manager has the time and resources she needs to implement improvement plans and raise the quality of practice at the setting. Staff do not get the support, training or coaching they need to improve their practice. While plans for improvement are in place, these are still in their infancy and are not yet having the desired impact. As a result, the quality of education and care is inconsistent across the setting.

Staff are not always deployed well. As a result, there are times when children's needs are not met. Some interactions, particularly with older children, are weak and do not challenge children's current learning. As a result, most children do not make the progress of which they are capable. Nevertheless, practice in the baby room is much stronger. Babies benefit from meaningful interactions with knowledgeable staff. As a result, they thrive in their development.

Despite some weaknesses in staff practice, children do enjoy their time at the setting. They form secure bonds with staff and separate from their parents with ease as they arrive. Partnerships with parents are improved. This, in turn, supports children to make some continued progress in their learning. Children are kind, caring and respectful.

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

- Oversight of all staff practice is not good enough. Current issues with staff absences mean that the manager is required to cover in the rooms. Staff sickness has also led to some disruption to the deployment of staff. In addition, this has led to the cancellation of some planned training for staff. As a result, education and care practices are weak.
- Risk assessments are ineffective. Staff fail to notice and act to remove trailing wires from electrical appliances, such as a television and music system. These wires are within easy reach of the children and place them at risk of harm.
- Staff fail to implement the setting's health and hygiene procedures. For example, some staff wipe children's noses but do not wash their hands afterwards. When staff do wash their hands, they dry them on their plastic aprons rather than with the disposable towels. Although serving tongs are available, staff serve snacks with their hands. Furthermore, while staff are aware to test the temperature of food, this is not carried out in a hygienic way. For example, staff rub a spoonful of soup onto their wrist to test how hot it is. They then place the unwashed spoon back into the bowl of soup. This poor practice places children at risk of cross-infection and contamination and does not support their good health.

- Leaders do not ensure that staff are always deployed well enough. For example, on the day of the inspection, a very new child in the toddler room was upset throughout the day. This is because the key person was sent to cover staff shortages in another room. Furthermore, staff often leave the room to complete tasks, such as preparing snack and setting up for lunch. This means that there is not always enough staff available to meet the individual needs of the children. As a result, some rooms become chaotic and disorganised. This affects children's behaviour. For example, children stand on their chairs while they sit at the table for lunch.
- Some routine times of the day, such as mealtimes and nappy changing times, are not carried out well. As a result, these do not provide consistent opportunities to build on children's learning and skills. For example, when staff change toddlers' nappies, they do not talk to them or engage with them. As a result, toddlers are subdued, as staff focus on getting the task completed quickly.
- Staff do not provide opportunities for children to have a go and try and carry out activities, such as dressing themselves, independently. This hinders children's progress. Children who are toilet training do benefit from staff support. Staff provide time and encouragement for these children, helping them to manage their own personal needs by themselves.
- Staff know the children reasonably well. The intended curriculum is understood by the staff and is designed to help children build on their existing skills. However, staff do not always implement this well enough. Staff, at times, are too concerned with completing paperwork rather than interacting with the children. This means children become bored and wander off. However, assessment is used well. All children, including those who receive funding and those with special educational needs and/or disabilities, make expected progress. Babies make better than expected progress.
- Practice in the baby room is better. Babies benefit greatly from warm, nurturing and challenging interactions from staff. For example, staff introduce babies to new words, such as 'soft' and 'yellow', as they describe the texture of a banana.
- Food provided for children is healthy and nutritionally balanced. There are effective systems in place to meet the needs of children who have special dietary requirements. Children also benefit from access to fresh air and exercise. For example, older children enjoy riding tricycles and demonstrate good large-physical skills as they manoeuvre the tricycles around obstacles. Babies are given lots of encouragement to sit up, crawl and pull themselves to stand.
- Partnerships with parents and other professionals involved in children's learning and care are well established. As a result, there is continuity in most children's learning. Parents are helped by the staff to support children's learning at home. Parents value staff and speak highly about them.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not take all necessary steps to ensure children's health and safety. Staff

fail to implement the setting's risk assessment and health and hygiene procedures. As a result, children are placed at risk of harm. Staff do, however, have a secure understanding of how to act should they have a concern about a child's welfare or the conduct of a colleague they work with. The premises are secure. There are robust procedures in place for the safe recruitment of staff. Despite weakness in staff deployment, the required adult-to-child ratios are maintained.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure leaders have better oversight of the provision, to improve staff's access to more robust coaching, supervision, and training, helping them to fulfil the responsibilities of their roles, improve their practice and strengthen their teaching skills	30/11/2022
ensure that risks to children are identified and swift action is taken to minimise and remove these to keep children safe	22/11/2022
ensure that staff are deployed effectively to provide adequate care and to meet the emotional needs of all children, particularly those who are new to the setting	22/11/2022
ensure good hygiene standards are maintained across the setting, particularly in relation to handwashing and serving food.	22/11/2022

Setting details

Unique reference number	EY475058
Local authority	Sefton
Inspection number	10261784
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	76
Number of children on roll	101
Name of registered person	James Barrington Limited
Registered person unique reference number	RP905525
Telephone number	07825 007184
Date of previous inspection	26 October 2018

Information about this early years setting

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 22 members of childcare staff. Of these, 19 staff hold appropriate early years qualifications at levels 2 to 6. The nursery provides funded early years education for two-year-old children.

Information about this inspection

Inspectors

Donna Birch
Anita Dunn

Inspection activities

- We carried out this inspection as part of the risk assessment process, following information we received about the provider.
- This was the first routine inspection the provider received since the COVID 19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want children to learn.
- The inspectors viewed the quality of education being provided, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager completed a joint observation with one of the inspectors.
- The inspectors spoke to staff and the children throughout the inspection.
- The provider and manager joined the inspectors in a leadership and management meeting.
- The inspectors spoke to parents 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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