

# Inspection of Monkey Puzzle Day Nursery

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

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Inspection date: 12 May 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|----------------------------------------------|-------------|
| The quality of education                     | <b>Good</b> |
| Behaviour and attitudes                      | <b>Good</b> |
| Personal development                         | <b>Good</b> |
| Leadership and management                    | <b>Good</b> |
| Overall effectiveness at previous inspection | Inadequate  |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children form secure relationships with staff and enjoy their time at the nursery. Staff help children to learn how to stay healthy, fit and safe. Children are happy, settled and demonstrate increasing confidence and self-care skills. Staff purposefully plan a variety of activities which help to build children's social skills and encourage new friendships. Children take turns to roll balls to each other and work together to complete jigsaws. Children are keen to engage and are learning to behave well. They show care and concern for each other. For example, when a child accidentally tips over a bowl of spaghetti at the craft table, another child quickly helps to pick it up again.

The curriculum is carefully designed so that children's knowledge and skills build over time. Children benefit from many well-planned opportunities to be physically active indoors and outdoors. Staff focus on developing children's speaking and listening skills as they play. For example, they identify words to introduce to children's vocabulary when planning activities. All children, including those with special educational needs and/or disabilities and those for whom the nursery receives funding, make good progress. Children are prepared well emotionally and develop essential skills to move on to their next stage of learning and to make the transition to the pre-school.

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

- Since the last inspection, staff have focused on improving all aspects of health, hygiene and safety. They model good handwashing and promote children's understanding of good health and hygiene. Young children blow their noses on easily accessible tissues and are supported to wash their hands. Activities to help children learn about healthy eating include choosing and buying fresh fruit from the supermarket to taste and make fruit salads. Children handle and talk about different vegetables while playing imaginatively with them in the role-play area.
- There is an improved key-person system and effective staff deployment. Each child has a familiar staff member available to provide them with emotional support. Staff are good role models and respect children's individuality. They ask for children's permission before changing their nappies, which lets them know that their views matter.
- Children enjoy a range of sensory and creative experiences which also help to develop the muscles needed for later writing. Babies run their fingers through edible substances, such as oats. In addition to painting on paper and using pencils on clipboards, young children manipulate dough, run their fingers through jelly and make marks with rollers and brushes in water.
- Children are beginning to recognise the similarities and differences between themselves and others through a range of enjoyable activities. They look closely

at their faces in the mirror and those of others while looking at books. They talk about different families as they look at their family photos.

- Staff check what children know, understand and can do regularly. They make good use of this information and that from parents to decide what each child needs to learn next. However, the quality of assessments when children move rooms and with parents, such as the progress check for children aged between two and three years, varies. This means the checks on some children's learning are not as helpful as others to help everyone build on children's prior learning.
- Partnerships with parents are positive. Parents can drop off and collect children from their rooms again since the restrictions relating to the COVID-19 pandemic have been relaxed. Parents share their knowledge, skills and talents with the children. For example, a postal worker collected the children's drawings and letters to send to the King for his coronation.
- The members of the leadership and management team keep clear records of staff information, which they audit regularly. This helps them to swiftly identify where additional information is required. They have a clear action plan for development to build on the improvements made since the last inspection. An improved system for monitoring staff practice, supporting their well-being and developing training is in place. Regular observations of staff practice are helping to identify what they can do even better to ensure that the quality of education is consistently good.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, all staff have refreshed their safeguarding training and know the procedures to follow to report any concerns about a child's welfare. Information-sharing and quizzes at staff meetings help staff to keep their knowledge up to date. Most staff hold a valid paediatric first-aid certificate. In addition to the food temperatures being checked in the kitchen, staff have been provided with probes and they test food temperatures hygienically in their rooms. Staff assess the risks to children indoors and on outings. They take swift action to minimise and remove hazards to keep children safe.

## What does the setting need to do to improve?

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

- strengthen the improved monitoring arrangements and link to training to help staff build on their good practice
- improve the quality of assessments shared with parents and when children move to the next stage so that all parties have a clear understanding of what children know and can do and are able to build on prior learning with success.

## Setting details

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|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | EY475058                                            |
| <b>Local authority</b>                             | Sefton                                              |
| <b>Inspection number</b>                           | 10266511                                            |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Full day care                                       |
| <b>Age range of children at time of inspection</b> | 0 to 3                                              |
| <b>Total number of places</b>                      | 85                                                  |
| <b>Number of children on roll</b>                  | 125                                                 |
| <b>Name of registered person</b>                   | James Barrington Limited                            |
| <b>Registered person unique reference number</b>   | RP905525                                            |
| <b>Telephone number</b>                            | 07825 007184                                        |
| <b>Date of previous inspection</b>                 | 15 November 2022                                    |

## Information about this early years setting

Monkey Puzzle Day Nursery registered in 2014. It employs 21 members of childcare staff. Of these, four hold appropriate early years qualifications at level 2, 12 hold qualifications at level 3, one holds a qualification at level 4, and two hold qualifications at level 6. The nursery is open from Monday to Friday all year round. Sessions are from 7am to 6.30pm. The nursery provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Lynne Naylor

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk together.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- Meetings were held with the leadership and management team.
- The inspector looked at a sample of documentation, including evidence of staff's suitability and training.

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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