

# Monkey Puzzle Day Nursery

23 Shenley Road, BOREHAMWOOD, Hertfordshire WD6 1AD



<b>Inspection date</b>	1 October 2018
Previous inspection date	24 October 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- The management team has made significant improvements since the last inspection. They have worked hard to enhance documentation and improve the systems in place to drive the nursery forwards. The managers act as highly positive role models for the staff. As a result, staff are keen and enthusiastic in their roles.
- Staff accurately assess children's learning. All children make good progress from their starting points. Staff identify any gaps in their learning quickly and support children effectively so that these gaps close rapidly.
- A wide range of stimulating resources is on offer for children. They access these independently and stay focused as they learn. Adult-led activities are well-thought-out and planned, and children are motivated learners.
- A highly effective key-person system helps children to develop strong bonds with staff. Babies learn to explore the environment with the reassurance that their key person is nearby. Older children demonstrate that they feel safe and secure at the nursery.
- Older children develop the ability to meet their own personal care needs effectively. For example, they use the toilets independently and confidently wash and dry their hands without support.

### It is not yet outstanding because:

- Staff sometimes miss opportunities to extend children's learning further when they ask them questions, to help children explore and explain their thoughts more.
- Occasionally, toddlers struggle to concentrate due to the amount of distractions around them. This means that they do not always get the most out of their learning opportunities.

## What the setting needs to do to improve further

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

- enhance the staff's use of questioning further to support children to explain and explore their ideas fully
- develop the learning environment for toddlers even further, to reduce distractions so that they can make the most of the learning opportunities that they are being offered.

### Inspection activities

- The inspector was given a tour of the nursery, indoors and outdoors.
- The inspector spoke to staff and children at suitable times throughout the inspection.
- The inspector and the manager observed a planned activity and discussed the impact of the teaching on children's learning.
- The inspector read emails and spoke to parents and took their views into consideration.
- The inspector held a meeting with the management team and looked at a range of documentation, including policies, staff suitability documents, and children's learning records.

### Inspector

Jennifer Hardy

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team assesses staff's knowledge regularly to ensure that they know the processes to follow to keep the children in their care safe. For instance, they discuss safeguarding during their regular staff meetings. Staff are very well supported through regular supervision opportunities and participate in a range of training to develop their professional knowledge further. Parents speak highly of the nursery and the staff team as a whole. They feel well informed about their children's progress and receive ideas of how to help their children learn at home, such as playing imaginary games with them. The management team takes on board feedback and suggestions from both staff and parents. Staff work in partnership with other professionals, such as schoolteachers to ensure that relevant information is shared to support children's learning and development when they move on from the nursery.

### Quality of teaching, learning and assessment is good

Babies are very well supported as they explore, such as when they investigate bags filled with paint and sequins. Staff praise children as they develop their skills. This motivates them to keep trying. Staff proudly display children's work around the rooms, which helps them to understand that the artwork they create is valued. Staff link learning experiences to children's real-life experiences. For instance, staff talk to children about their holidays to the beach as they play in the sand tray. Children speak confidently to the staff and visiting adults. Staff provide them with interesting experiments, giving them clear instructions to follow. Older children learn to look at the changes that take place over a period of time. For instance, they watch the cress seeds change and grow.

### Personal development, behaviour and welfare are good

Babies develop their independence at lunch, such as when they use spoons to feed themselves. Older children help to clear away their plates from the table, scraping the leftover food into the bin. Staff meet the personal care needs of babies and younger children sensitively. Children learn about different cultures and festivals, such as when they enjoy apple with honey for snack during Jewish New Year. Children play with their friends kindly. Children develop an understanding of how to keep safe. For instance, they join staff to check the nursery garden for any dangers.

### Outcomes for children are good

Children are well prepared for the next stage in their learning. Babies enjoy practising skills, such as sitting up on their own. They have fun playing in the ball pool and crawling through tunnels. Children develop their small muscles as they play. For example, they use tools appropriately to cut and roll the play dough. Older children count independently from one to 10. They develop an understanding of the sounds that different letters make. Children strengthen their large-muscle skills outdoors, such as when they scoot or ride trikes around the road track. They practise climbing and take risks safely. For example, they climb up the steps on the large play equipment independently. The oldest children can identify the letters in their name correctly.

## Setting details

<b>Unique reference number</b>	EY496892
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10077412
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	98
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Hala Hassan Limited
<b>Registered person unique reference number</b>	RP903087
<b>Date of previous inspection</b>	24 October 2017
<b>Telephone number</b>	07907769754

Monkey Puzzle Day Nursery registered in 2016. The nursery employs 24 members of childcare staff, of whom 13 hold appropriate early years qualifications at level 2 or above. This includes 2 members of staff who hold level 6 qualifications, including 1 member of staff who holds qualified teacher status. The nursery opens Monday to Friday, from 7.30am to 6.30pm, 51 weeks of the year. The nursery provides funded early education for three- and four-year-old children.

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