

Inspection of Monkey Puzzle Day Nursery Watford

36, The Avenue, Watford WD17 4NT

Inspection date:

22 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children's learning needs are not consistently met because the quality of interactions between staff and children is variable. This means children do not develop the skills they need in all areas of learning effectively. Staff do not deploy themselves in a way that consistently meets children's learning needs. Furthermore, some activities are not well planned to support children to become deeply engaged in their learning.

Children enjoy their time at the nursery. They choose the toys they want to play with, such as spades to dig with in the sandpit. New children who are settling in are well supported by staff to feel comfortable. Staff help children in a calm and caring way to find activities that they enjoy. Children enjoy spending time in the garden. Older children balance confidently on beams. Younger children practise throwing and catching balls to develop their upper-body strength. Older children are introduced to early phonics in a fun way. For example, letters are hidden around the garden for them to find.

Children learn how to keep themselves safe as staff remind them to hold onto the rail when walking up and down the stairs. Older children enjoy recreating experiences from their home life. They pretend to buy food and pay for it in a shop. Younger children pretend to cook food, which helps them to make sense of their personal experiences. Staff read books and sing to children, which adequately helps to build on the basics of communication skills. Children are learning some mathematical concepts. They build tall towers with blocks and count with their fingers as they sing.

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

- While leaders have a clear focus for children's learning and suitable next steps in children's learning are identified, staff do not implement the curriculum well enough to ensure that children are always challenged in their learning. They meet regularly to discuss the support each member of staff requires. However, these changes have not yet been embedded and staff's interactions with children require further improvement.
- At times, staff do not prepare for routine times of the day or spontaneous activities well enough. This means that children are waiting around, amusing themselves, rather than joining in meaningful play. For example, they sit at tables where there is no activity or wait for a long time until food is served. Furthermore, staff do not deploy themselves effectively to meet children's learning needs. Altogether, this means that children do not engage in learning consistently to develop their skills and their behaviour becomes restless.
- There are instances of good teaching in the nursery. Staff encourage babies to

use their hands to feel a tray of flour. They give meaning to the actions they make by using associated words, such as 'fingers' and 'soft'. When the babies become distracted, staff gain their attention by adding cups for them to scoop and pour.

- Staff gather suitable information about children and their backgrounds when they begin attending the nursery. They know the children well and sufficiently promote their well-being. This also helps to ease the move from home to nursery.
- The multi-lingual staff help children who speak English as an additional language well. They use key words obtained from parents and pictures of routine times to help them to understand what will happen next. Children with special educational needs and/or disabilities are well supported. Staff work with parents and other professionals to support children overall.
- Children are gaining some awareness of healthy lifestyles. They wash their hands before eating and after playing in the garden. They are served freshly cooked, nutritious food.
- Parents are happy with the nursery. They say they receive a lot of information about their child's day and work together with staff to help children learn new skills, such as learning to use the toilet.
- Children use magnifying glasses to inspect bugs and plants in the garden. Staff help them to think about how the leaves on the ground got there. This helps children to learn about the environment.
- Staff help children to develop their emotional development effectively. They encourage them to name their feelings and take deep breaths when they need to calm down. Children can point to pictures and pick up coloured toys to help them communicate how they are feeling.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training about safeguarding issues. They can identify the signs and symptoms that a child might be a risk and how to report these. They are also clear on their procedure to report any allegations about adults. The designated officer understands their responsibilities to liaise with other agencies. The provider and manager work together to ensure that staff who work at the nursery are suitable to do so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure the performance management programme helps staff to improve their interactions with the children so that they all receive meaningful and challenging learning experiences	10/12/2021
ensure staff are deployed to effectively meet children's learning needs.	10/12/2021

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

- help staff to plan activities and routine times of the day more effectively so that children have maximum opportunities for learning.

Setting details

Unique reference number	2546682
Local authority	Hertfordshire
Inspection number	10207534
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	72
Number of children on roll	50
Name of registered person	Buds And Blooms Limited
Registered person unique reference number	2546681
Telephone number	07429047978
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Day Nursery Watford re-registered in 2019. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, and one holds a level 6 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elke Rockey

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and the nursery manager carried out a tour of the nursery to discuss how the early years provision and the curriculum are organised.
- The inspector observed activities indoors and outdoors and assessed the impact these have on children's learning. The manager and the inspector completed two joint observations.
- A meeting was held between the inspector, the manager and the area manager. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection 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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