

Inspection of Monkey Puzzle Melody Lane

7&9 Melody Lane, London N5 2BQ

Inspection date: 12 June 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Passionate leaders and an enthusiastic staff team have created an environment where all children are able to flourish, due to the exceptional standard of education and nurturing provided. Leaders warmly greet children and parents at the main door each morning. Children are extremely eager to come in, they separate easily from their parents and carers, happy to begin their day. Children settle quickly exploring the stimulating learning environment and appealing activities on offer as part of the ambitious curriculum designed.

The behaviour of children is exemplary. Toddlers are extremely kind and gentle to younger babies, coming to coo at them or offer toys. Children help each other, finding one another's water bottles and showing care and concern when others hurt themselves.

The provision for children with special educational needs and/or disabilities (SEND) is exceptional. Staff are extremely proactive in identifying children who may have SEND and work closely with parents to ensure they can access the right support. The nursery seamlessly works with other professionals involved in children's learning and development. Leaders are receptive to undertaking training suggested by parents of children with SEND to fully understand how they can provide the best support for all children in their care.

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

- Leaders, managers and all staff are passionate about providing all children with the best start to their early education to allow them to fulfil their future potential. The nursery ethos of 'inspiring children to change tomorrow's world' is embedded within the nursery. For example, children are passionate about recycling. Parents join in by bringing old clothes and toys which are collected weekly for donations to a local charity.
- The curriculum for communication and language is exceptional. Children, even the youngest, can effectively communicate their wants and needs with others. The use of sign language is promoted to give younger children additional ways to communicate. Children securely use the signs for 'more', 'please' and 'thank you' during meals. Older children have extensive vocabularies and confidently converse with each other and staff, sharing ideas, developing their own stories and talking about past events.
- Staff within the nursery provide children with an extensive range of experiences and activities that stimulate and engage curiosity. The inspirational and purpose-built soft play and roof top garden are captivating environments that allow children to independently climb, slide, balance, and see out into the community around them. Weekly music and yoga sessions provide children opportunity to

express themselves in different ways and help them learn to self-regulate their emotions and take time out.

- The nursery innovatively teaches children about the world around them using the initiative of 'pre-school guests'. The nursery invites people from the local community to speak with children. A visit from Postman Dave prompted a trip to the local post office where children could buy stamps to post letters to their new pen pals at a nursery in Ireland. Other visits include visitors from the local police, fire station and a retired guide dog with their owner.
- Partnership with parents is excellent. Parents talk about the support the nursery provides not only to the children but to the wider family. Staff share advice about developmental milestones, such as potty training and weaning, as well as special educational needs. Parents comment that leaders regularly seek their feedback and genuinely value their input. They act on suggestions made to continually offer the best service possible.
- Staff report receiving exceptional support both in terms of their well-being and professional development. Staff regularly meet with leaders to discuss their career pathway. There are multiple opportunities for staff to use their own passions, such as dance or music, to enhance the curriculum offering and children's experiences.
- Leaders and managers are passionate advocates of supporting the mental well-being of their staff. They have many initiatives in place to promote a healthy and positive workplace. Leaders have also worked with local authorities to share the importance of staff well-being with other providers and contributed articles to a recently published book by a mental health advocate within early years.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2662130
Local authority	Islington
Inspection number	10335888
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 4
Total number of places	120
Number of children on roll	76
Name of registered person	Melody Lane Nursery Ltd
Registered person unique reference number	2662129
Telephone number	07817949093
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Nursery (Melody Lane) is based in the London borough of Islington. The nursery opens Monday to Friday from 8.00am to 6.00pm for 51 weeks of the year. The setting is closed between Christmas and New Year. The nursery employs 34 members of staff, 23 of whom hold a qualification at level three and above. The nursery accepts early education funding for eligible children.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during lunch time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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