

Inspection of Wild Monkeys Nursery

Telscombe Parish Hall, Tyedean Road, Telscombe Cliffs, East Sussex BN10 7AU

Inspection date:

17 January 2025

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 arrive happy and eager to join their friends. They are warmly welcomed by staff who help them to settle quickly. Children show confidence as they engage in a range of activities successfully set up to build on their existing knowledge and skills. For example, staff provide activities linked to a story they are focusing on. They encourage children to recall and talk about themes from the story. This helps to promote children's language and literacy skills. Staff provide opportunities for children to practise using tools, such as scissors, within the art activity that is linked to the story theme. This allows children time to practise their hand-eye coordination. The accumulation of sharing stories and linking them to activities helps children make connections in their learning.

There is an appropriate curriculum in place and children enjoy taking part in the activities. However, there are some inconsistencies in practice relating to teaching and behaviour management. At times, this impacts on some children's attitudes to learning, as they struggle to apply themselves and concentrate. However, at other times, children are deeply engaged in self-chosen play experiences.

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

- The provider demonstrates integrity by honestly self-evaluating the quality of the provision. They recognise the nursery is on a learning journey and requires more work to drive improvement in relation to certain aspects of practice. This includes inconsistencies in staff training and skills to help them understand what they need to teach, and why. Additionally, there is more work to be done around supporting children's behaviour. Despite the provider offering support from the sister setting, this is yet to be fully embedded to achieve the desired impact.
- The provider is working closely with the staff team to improve the implementation of the curriculum. The most experienced staff have a clear understanding of curriculum priorities to help children learn well. However, this does not apply to the whole staff team. Some staff have not received the training and support required to fully understand the curriculum. As a result, they deliver activities without understanding what they want children to learn. This directly impacts the consistency in the quality of education that children receive.
- There are some weaknesses in the key-person arrangements. All children are assigned a key person responsible for identifying and meeting their development needs. Some staff work closely with their key children and clearly understand what it is they intend to teach and carry this out effectively. However, insufficient consideration is given to ensuring that children are supported in the absence of their key person. This means, at times, some children do not benefit from interactions from staff who know them well.

- The inconsistencies in teaching and the key-person approach impact children's behaviour. Much of the time, children behave well and are keen to engage in self-chosen play. For example, children concentrate well when they navigate outdoor play equipment. Overall, staff offer support and help children effectively to regulate their emotions when they struggle with issues such as turn-taking. However, staff are not consistent in supporting children to follow the rules that are in place to keep them safe. For example, they do not consistently intervene when children throw toys and run in the indoor learning environment.
- Staff provide some useful opportunities for children to practise self-help skills. For instance, at the snack table, children are told and shown how to peel fruit. Staff give children time to practise this skill as well as pouring drinks. This is also extended to play experiences in the home corner.
- Staff who work with very young children establish positive bonds and attachments. This helps children to feel safe and secure and enables them to have the confidence to explore the play environment. These children are keen to select stories and look at pictures while the member of staff models language to them. Children delight in this reassuring engagement and attempt to mimic sounds from the story.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

	Due date
ensure that all staff receive the training and support they need to fully understand the aims of the curriculum and how to use their interactions to promote children's learning.	22/04/2025

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

- review and improve the key-person approach to make sure all children are supported by staff who know them well and understand their individual needs
- enhance the arrangements to manage children's behaviour so they receive consistent support to understand behavioural expectations.

Setting details

Unique reference number	2698196
Local authority	East Sussex
Inspection number	10368100
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	40
Name of registered person	Wild Monkeys Childcare Ltd
Registered person unique reference number	2622614
Telephone number	07866 201996
Date of previous inspection	Not applicable

Information about this early years setting

Wild Monkeys Nursery registered in 2022. It operates from the parish hall in Telscombe Cliffs, East Sussex. It operates Monday to Thursday, from 8am to 4pm, and Friday, from 8am to 3pm, during term time. There are eight members of staff, of whom six have appropriate early years qualifications. One member of staff has qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sherrie Nyss

Inspection activities

- The inspector spoke with senior managers about the leadership and management of the setting.
- The manager and area manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a planned activity.
- The inspector reviewed parents' views of the setting.
- The provider showed the inspector a range of documentation, including vetting checks, training certificates and a range of other information to demonstrate the safe and smooth running of the setting.

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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