

Inspection of Monkey Puzzle Day Nursery Solihull

683-685 Warwick Road, SOLIHULL, West Midlands B91 3DA

Inspection date: 7 July 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children separate happily from their parents on arrival at this welcoming setting. They eagerly become involved in the activities and experiences planned by the nurturing staff team to reflect children's interests. Children enjoy opportunities to engage in sensory play, such as rolling cars in paint or burying vegetables in mud.

Children learn about their local community. Together with staff, they visit local facilities such as the park and the library. Children particularly enjoy visiting a local care home, where they have the opportunity to build relationships with the residents. These experiences help to develop children's understanding of people and communities.

Children form strong, positive relationships with staff, which help them feel safe, secure and ready to learn. In the baby room, the staff are warm and attentive. They respond quickly when babies need comfort or support. Younger children enjoy being with familiar adults. They confidently explore the well-resourced learning environment, knowing staff are nearby to guide them. In the pre-school room, children talk openly with staff and know they will be listened to. These strong relationships help children to manage their feelings and build the confidence they need for their next stage of learning.

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

- Leaders have developed a comprehensive and well-balanced curriculum that emphasises the importance of supporting children's communication and language development. This focus ensures that children can access all seven areas of learning, enabling them to make good progress.
- Leaders support staff to reflect on their practice and encourage them further to extend their knowledge and understanding of child development. Staff have access to numerous training and development opportunities. Leaders then support them to put their newly acquired knowledge into practice.
- Staff report high levels of well-being. Leaders provide support and supervision to ensure staff understand their role and responsibilities. Together, they agree on action targets for staff to help drive improvement across the setting. Staff members report feeling valued and listened to. This creates a harmonious working environment that has a positive impact on children.
- Staff are strong role models for children's communication and language. They use a range of communication methods, including simple sign language, to support all children in expressing their wishes and feelings. Children delight in choosing books from the attractive displays. They snuggle closely into the staff to share their favourite stories. Staff understand the importance of using familiar words and phrases to extend language, as children confidently ask for their

favourite stories over and over again.

- From an early age, staff encourage children to develop their independence. Staff support younger children in washing their hands and serving their lunch. Older children pour their drinks and scrape their plates when they have finished eating. Staff support children to use cutlery tailored to their developmental stage. Staff skilfully offer assistance and reassurance when needed. Children learn essential life skills in readiness for their eventual move to school.
- Leaders support staff to understand their role in promoting positive behaviour. They provide training and development opportunities to ensure that staff offer consistent support to children. This enables them to make positive behaviour choices and regulate their emotions. Staff recognise kindness and praise children when they show compassion to others.
- Staff demonstrate a clear understanding of children's interests, needs and development. They utilise children's lived experiences to design adult-led activities that inform learning. For example, children are learning about different countries. However, staff offer fewer opportunities for children to take the lead in their play, thereby extending their ideas and further developing their critical thinking skills.
- The setting has strong communication with parents, helping to support each child's learning and development. Staff share daily updates through face-to-face communication, including information about routines, activities and progress. Parents are regularly invited to a review meeting to discuss their child's development and agree on next steps. This regular contact keeps parents informed and involved in their child's early education.

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

- support staff to extend opportunities for children to lead their play and fully explore their ideas in order to develop their critical thinking skills even further.

Setting details

Unique reference number	2743677
Local authority	Solihull
Inspection number	10380956
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 4
Total number of places	45
Number of children on roll	56
Name of registered person	Solihull Kiddicare LTD
Registered person unique reference number	2743676
Telephone number	07818617028
Date of previous inspection	28 November 2024

Information about this early years setting

Monkey Puzzle Day Nursery Solihull registered in 2023. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round. The provider offers funded places for children aged from nine months.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The manager spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025