

Inspection of Monkey Puzzle Day Nursery Solihull

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

Inspection date: 15 September 2023

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

What is it like to attend this early years setting?

The provision is good

Staff provide a warm welcome at this inviting nursery. Children happily separate from their carers and settle quickly into the routines of the day. They approach staff for cuddles, and staff respond with warmth and kindness. Staff gather valuable information about children that helps them to understand their likes and interests. They use this knowledge to focus activities and lead the children's learning. As a result, children engage in activities for a long time and are keen to learn more.

Leaders provide rich and stimulating experiences that give children the essential knowledge they need for their future. For example, children enjoy trips to the local library and take part in Spanish lessons and dance classes. They learn vital skills, such as road safety and how to behave when in the local community. Staff carefully consider how they will keep children safe while on outings and ensure that they complete risk assessments prior to visiting new places. Staff have high expectations for all children, including those with special educational needs and/or disabilities. They teach children to be kind and consider their friends' feelings. They promote the use of manners, praise good behaviour, and calmly explain the impact that any unwanted behaviour may have. Consequently, children gain a secure understanding of how to behave well.

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

- Leaders design and implement a broad and varied curriculum that covers the seven areas of learning. Staff regularly assess children's progress and share this information with parents. However, they do not always use this knowledge to plan precisely for children's next steps. This means that gaps in knowledge are not always closing rapidly enough.
- The quality of teaching is good. Staff lay solid foundations of knowledge. However, sometimes, older children are not always challenged to the highest level. For example, when children can already count to 10, staff do not extend and deepen this knowledge further, but instead get them to repeat more counting. Staff sometimes complete tasks that children could try to do themselves, such as serving their food at lunchtime. Consequently, children are not always getting the opportunity to make the progress that they are capable of.
- Staff provide good support for children's communication and language. Babies enjoy sharing a book as they sit on the lap of attentive staff. They babble happily as they try to join in. They enjoy pointing at the pictures and turning the pages. Older children engage in meaningful back-and-forth conversations with staff. Staff introduce new words, such as 'tyrannosaurus rex', as children play with dinosaurs. Trips to the local library help to further deepen the children's

love for books and reading.

- There is a strong focus on staff well-being. Staff comment that they feel well supported in their roles. Leaders complete regular supervision of staff and monitor the quality of teaching through effective observations. This gives staff the opportunity to discuss any concerns that they may have and act on them in a timely manner.
- Staff encourage children to be creative and follow their own ideas. Work around the nursery is clearly that of the children. Older children freely access paint at an easel and proudly show off their creations. Children kindly replace the paper when they have finished, so that the next child has the appropriate resources to take a turn. Younger babies enjoy making marks with chunky crayons that they can easily grasp. Staff cheer and clap when they finish. As a result, children are building their small hand muscles ready for their future writing.
- Children are learning about healthy lifestyles. They eat balanced and nutritious meals that are freshly prepared on site. They have access to drinking water that they can pour out themselves. Staff regularly remind young babies to stay hydrated. Children enjoy physical activity through daily outdoor play and dance lessons. They delight in moving around to the beat of the music. This is helping to build their large muscles and get their heart rates up through exercise.
- Young babies peacefully settle in a quiet, calm space for sleep time. Staff listen to and respect the older children and ask if they would like a nap. This makes them feel valued and helps them to learn that they have choices. Staff sit and soothe children gently off to sleep. This shows that children are happy and settled in their care.
- Parents speak positively about the clear lines of communication. They appreciate the reassurance and support that staff provide. Parents say that staff share ideas with them to continue children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are extremely confident in their roles and responsibilities to safeguard children. They know the correct procedures to follow if they have any concerns about a child's welfare or about other members of staff. Staff understand the importance of acting on concerns in a timely manner. This helps to keep children safe from harm. Recruitment procedures are robust. This enables managers to assess the suitability of those working with children.

What does the setting need to do to improve?

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

- enhance the planning of activities so that they are precisely focused on achieving the children's next steps

- build on the already good teaching so that children are challenged to the highest level.

Setting details

Unique reference number	2743677
Local authority	Solihull
Inspection number	10309759
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 5
Total number of places	45
Number of children on roll	51
Name of registered person	Solihull Kiddicare LTD
Registered person unique reference number	2743676
Telephone number	07818617028
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Day Nursery Solihull registered in 2023. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katie Rudge

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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.
- Parents shared their views of the setting with the inspector.

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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