

Monkey Puzzle Day Nursery Aylesbury

Broughton House, 241 Tring Road, Aylesbury, Buckinghamshire, HP20 1PH



Inspection date	18 September 2017
Previous inspection date	19 April 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team has significantly improved the provision since the last inspection. It has successfully met the actions raised at the last inspection and demonstrates strong expectations to drive continual improvements.
- The management team ensures that the staffing levels are always maintained and meet the requirements. Staff offer effective support to the children and ensure that they are well deployed to meet children's individual needs.
- Outcomes for children are good. Staff consistently observe, track and check the children's learning and development to ensure they are making good progress.
- Staff encourage children to be independent, share and behave well. Children are happy and engaged at the nursery. Staff provide a welcoming environment with a broad range of activities that interests and supports children's learning.
- Partnerships with parents are good. Staff keep parents well informed about their child's day and development. For example, they talk and meet regularly with parents to share their children's learning and next steps in development.

It is not yet outstanding because:

- At times, some staff do not give children sufficient time to think and respond to questions.
- Staff performance management is not sharply focused on developing and raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- create more opportunities to challenge children's thinking, and encourage them to solve problems and come up with their own ideas
- assess the impact of training and improvements made, to build upon and help achieve the highest quality practice.

Inspection activities

- The inspectors observed children's involvement in activities within the nursery and outside.
- The inspectors looked at a sample of children's records and discussed these with staff.
- The inspectors took account of the views of parents spoken to on the day and interacted with children within their play.
- The inspectors looked at and discussed documentation in relation to safeguarding, risk assessments and daily attendance registers.
- One of the inspectors undertook a joint observation with the manager.

Inspector

Tracy Bartholomew / Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of their roles and responsibilities to safeguard children and understand the referral steps well. Leaders have recently begun to introduce new systems to monitor staff practice and have identified some of their training needs. For example, all staff have undertaken training on food hygiene to help them embed healthy practices. Staff have positive relationships with other professionals involved in children's care, which helps them to sustain continuity in care. The management team has strong recruitment, induction and supervision plans in place to ensure all staff working with children are supported, confident and safe within their roles. Leaders use evaluative feedback and information from others well, during the self-evaluation process, to continuously improve the provision and children's experiences.

Quality of teaching, learning and assessment is good

The management team reflects on children's ongoing development well, to ensure all children are making progress from their starting points. They make accurate assessments about what children know and can do and ensure targeted learning meets their individual needs. This information is then successfully used to inform future planning. Babies enjoy a calm environment where they explore and investigate a good range of materials with interest. Children enjoy being imaginative. For example, in the older room, children enjoy making food for each other in the play kitchen. Children have good sensory experiences. For instance, they learn about living things, grow vegetables and become aware of different families.

Personal development, behaviour and welfare are good

Staff have good relationships with children and adopt the key-person approach well. For example, staff greet their key children positively and offer good emotional support to enable them to feel confident as they say goodbye to their parent or carer. Staff help children to know and understand what is expected of them. They use praise and encouragement to celebrate children's achievements. Staff teach children the importance of a healthy diet and support their physical development well. For example, at mealtimes staff talk to the children about the importance of drinking water and all children enjoy fresh air and exercise in the well-resourced garden. Staff aid children's understanding in how to keep themselves safe. For example, the younger children are taught how to use the slide safely and reminded to hold onto the sides when climbing up the ramp.

Outcomes for children are good

All children are progressing well and are well prepared for their next stages in learning. Children enjoy learning and are well supported in their literacy skills. For example, older children recognise their own name on arrival. Younger children develop their hand strength and physical coordination in preparation for early writing while they manipulate small items, such as chalk and scissors. All children are developing good mathematical skills. For example, they are beginning to count and compare sizes confidently while they play with the wooden blocks.

Setting details

Unique reference number	EY536449
Local authority	Buckinghamshire
Inspection number	1097940
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	72
Number of children on roll	26
Name of registered person	Tigerlily Day Nursery Limited
Registered person unique reference number	RP536448
Date of previous inspection	19 April 2017
Telephone number	01296 435435

Monkey Puzzle Day Nursery Aylesbury registered in 2016. It is open each weekday from 7.30am to 6.30pm, all year around, and offers a variety of sessions. The setting receives funding for the provision of free early education for children aged two, three and four years. There are eight staff employed to work with the children, seven of whom hold an appropriate early years qualification.

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