

# Monkey Puzzle Highbury

Loxford House, 85 Highbury Park, London, N5 1GF

## Inspection date

Previous inspection date

26/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Highly qualified male and female staff use their expertise to create a learning environment which is vibrant with music and culture. This is supported by the inspiring resources available.
- Partnerships with parents are extremely well established due to the regular sharing of information about each child's individual progress and care needs. This promotes a strong continuity between home and the nursery.
- Children's development is continually monitored and targeted next steps for learning planned. As a result, all children including those with additional needs are progressing exceptionally well.
- The nurturing environment and meticulous attention to children's routines and care needs means that their well-being is supported successfully.
- The drive for continuous improvement sets a leadership example to others and ensures that children's safeguarding and welfare needs are met successfully.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's activities within the three rooms and outside.
- The inspector carried out a joint observation with the manager and held discussions with members of staff. These included exploring a software program in detail.
- The inspector sampled the setting's documentation including policies, learning journals, newsletters and two submitted self-evaluations.
- The inspector took account of the views of parents through survey feedback results, comments on the software program and discussions on the day.
- The inspector saw evidence of the suitability of all staff members and other documentation in relation to the safeguarding and welfare requirements.

## Inspector

Rachel Pepper

## Full report

### Information about the setting

Monkey Puzzle Highbury registered in 2013. It is one of 30 nurseries in the UK that are part of the Monkey Puzzle franchise. The nursery owner runs no other provisions. The nursery operates from purpose-built premises set within a residential development in Highbury and Islington. This is in the London Borough of Islington. Children have access to three main open-plan playrooms which are all on the ground floor. Children have access to a secure garden area and to communal gardens within the complex. The nursery serves the local and wider community and is open for 51 weeks of the year, closing over the Christmas and New Year period. The setting is open Monday to Friday, from 7.30am until 6.30pm. Children may attend on a full or part-time basis. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery provides funded early education for two- three- and four-year-olds. There are thirteen members of permanent staff employed to work with the children, and a resident chef. The manager holds a National Vocational Qualification at Level 4. There are also three qualified teachers and the majority of all other staff hold early years qualifications, with just one member of staff working towards a qualification.

### What the setting needs to do to improve further

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

- enhance the already excellent support given in modelling socially acceptable behaviour, such as in consistently reminding children to say 'please' and 'thank-you'.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

All staff at this nursery have an exceptional understanding of the Early Years Foundation stage. As a result, children are offered limitless opportunities to learn through well-organised, purposeful play. The quality of teaching is of a consistently high standard and the qualified, enthusiastic staff have high expectations of the children in their care. This means that children are developing at a rapid pace towards the early learning goals and the next stage in their development. This includes children who are learning English as an additional language and those who have specific developmental needs. For example, children who were unable to speak English when they started at the nursery are seen talking to staff and using complex sentences. Staff read books that the children choose and they engage in purposeful dialogue at every opportunity.

The nursery embraces diversity and the language and culture-rich environment is awe inspiring. Children spontaneously sing and dance at regular opportunities throughout the day. Staff support this with the use of an acoustic guitar and percussion instruments,

introducing the children to rhythm and beat. Children use the drums to bang out the names of staff and their peers when prompted, to further extend this learning. Children use their native tongue during activities when seeking understanding. Staff will gently support them through translating words which are then repeated in English using the correct pronunciation. This demonstrates a fully inclusive practice and one where children have confidence in gaining support from sensitive staff who value them. This supports children fully in developing their communication and language skills. Children celebrate the traditions and cultures of others. For example, children sing happy birthday and clap as a child blows out the candles on their birthday cake. In addition, through the balance of both male and female staff from a wide range of nationalities, they gain awareness of similarities and differences through positive role models. This promotes their understanding of the world. Staff extend children's understanding by displaying a map of the world with arrows pointing to the country that each child is from. The indoor area is well planned. Children enjoy sand and water play and use a selection of easily accessible, inviting resources to explore their different properties. The children master steps, spaces and climbing equipment allowing them to take risks. Staff show excellent skills and will only intervene at appropriate times to extend this learning. For example, children are supported to find objects around the nursery and asked, 'Which do you think will sink?', encouraging children to make predictions and challenging their thinking. Other children showing an interest are warmly welcomed to join in..

Staff promote children's readiness for school through providing opportunities for more structured activities. Each week, staff provide activities that focus on a particular number, shape and sound. Older children are encouraged to sit, listen and follow instructions. These activities are open to any child who asks to join in. This highlights how activities are matched to the individual capabilities of each child rather than determined by their age. Children of all ages practise writing skills, using the chinks and pens available, which supports their early literacy development. They choose media and materials freely, to support their play. This provides them with excellent opportunities to express their creativity fully and engage in role play. Throughout activities, children count and use their fingers to show numbers. Staff support them in carrying out simple sums using early mathematics. For example, children predict how many there will be if they add or take away segments of fruit. Staff secure this learning by sensitively counting with the children to reach the correct answer. Staff also provide interactive games to develop children's early mathematical concepts, by matching and sorting ladybirds, for example, and children show that they are learning to play cooperatively as they play the game with up to four other children.

Children freely take any indoor activities outside. This reduces any interruption to their play and any subsequent lapse in learning. Resources outdoors are exciting and include pedal bikes, pushchairs and a messy play area including mud, with pots and pans and gloop.

Equipment and resources are well maintained, engaging and extremely appealing and suitable to the ages of the children who attend. Children have access to fresh air and take part in regular exercise through using the secure outdoor area several times a day. Staff also take the children to the larger local park and a small farm; both within walking distance. This offers learning opportunities for the children to develop larger physical

agility and an understanding of the outside world. Children have weekly yoga classes, supporting their physical development further.

Staff use mini recording devices during the day to capture any learning that they observe. Using a sophisticated software program they analyse their observations and assess children's knowledge, skills and abilities extremely accurately. They devise weekly plans incorporating the next steps in learning that are achievable yet challenging for each child. As a result, children are offered balanced experiences and supported exceptionally well in their all-round development. Staff complete progress checks for two-year-old children in cooperation with parents and a health care advisor. Staff talk to children on a daily basis to gather their views. They note children's interests from home, or choices that the children make, and they adapt plans accordingly.

Parents are fully informed of their child's progress and have access to their own child's learning journal through using a secure online system. This allows parents to add their own comments so that there is continuity and excellent information sharing between the nursery and home and means that all parents and carers can extend the learning at home. Parents express their enthusiasm in using the software and describe how this way of working allows other parents who may not normally collect their children, to be involved. In addition, many express their joy at being able to share their child's progress with extended family members from all around the world, keeping them in touch. Parents unable to access the internet, or with a preference not to, are kept informed through paper copies. This demonstrates the inclusive practice of this nursery. Parents are regularly invited into the nursery, to join in with the children's experiences and activities. On these days, children also have the opportunity to proudly share photographs of what they have been doing and to show off their impressive art work. This means that children develop excellent self-esteem as they learn that what they do is recognised and valued.

### **The contribution of the early years provision to the well-being of children**

Children thoroughly enjoy their time at this nursery and develop secure bonds with many staff members as well as with their allocated key-person. On starting at the nursery, parents are asked to complete an information sheet all about their child. This offers information on children's daily routines, likes, dislikes and any other specific care needs they may have so that staff can plan in detail for children from the outset. Staff use their knowledge and expertise to create a detailed three week plan for every child, allowing them to settle in at their own pace. Through planning a routine similar to home, children are offered familiarity and comfort. Children use photos of home displayed around the nursery as points of familiarity when needing reassurance. They become familiar with the daily routines quickly and always know what comes next. This is achieved through an abundance of pictorial displays, including activities for the day and the daily menu. This is especially beneficial for the children with limited English at this early stage. Staff provide a daily communication book so that parents and staff remain fully informed of any change in children's care needs.

The key-person system in place is fully embedded and staff have a thorough knowledge of

the children that they are responsible for. Parents are all aware of this point of contact and have developed a trusted relationship which involves regular communication. Children are reassured by this warm response to the staff. Children quickly gain a strong sense of belonging to this nursery and demonstrate confidence in their surroundings. For example, on arrival they hang up their coats on pictured and named pegs, and use their individual boxes to store shoes and other items. Pegs and boxes are located in all three areas of the nursery, encouraging all children in becoming independent. Children drink from the water fountains when they are thirsty and take themselves off to rest using the low-level beds when they are tired. As a result, children are beginning to assess their own personal needs. Children are also beginning to gain awareness of personal safety because staff give them timely reminders. For example, children blow onto their food when told that it may be hot, and they learn to use the climbing equipment safely because staff remind them that what they are doing could be dangerous and they could fall. Children behave well as they receive support to be kind and affectionate to each other and any unwanted behaviour is immediately challenged, meaning children play well together.

Mealtimes are social occasions that support children in making healthy choices. Children cut their fruit independently, and staff support them to use the knives safely. Children describe, with encouragement, how the fruit looks and tastes and the tools that they are using. Staff offer them new words such as 'sweet', 'juicy' and 'serrated', to increase their developing vocabulary. Staff promote extended dialogue and discussion with children by asking questions such as, 'Have you ever tried apple juice?' which encourages children to link to and relate their home experiences. Children show they are developing good social skills as they take turns and listen to each other.

The resident chef provides a healthy, balanced and nutritious diet each day and cooks using many organic ingredients. Staff record dietary requirements clearly on each child's table-mat, detailing whether this is a preference or an allergy. This ensures that all children's individual needs are being met well. All children attempt to lay the table, to serve and to feed themselves, and scrape their own plates after finishing. When children request support to cut their food, staff respond immediately and take the opportunity to demonstrate how to hold and use cutlery, modelling safe and socially acceptable behaviour. Children wash their hands before all meals, and they wash their faces too, after eating. This promotes safe hygiene practices and reduces the risk of contamination and spread of germs and fully supports children's developing independence. Children also have the benefit of a real cooking station. This has been purposefully designed to carry out activities that will further promote children's understanding of a healthy lifestyle.

Children participate in regular emergency evacuation procedures. Staff monitor these to evaluate their effectiveness and make changes where necessary. Children also receive visits from outside agencies such as the fire brigade and police. These occasions provide the children with exciting opportunities to meet people in the wider community and increase their understanding of their own place within it.

**The effectiveness of the leadership and management of the early years provision**

The management team of the nursery is dedicated and committed to providing the highest quality childcare provision for children. Staff's implementation of the requirements of the Early Years Foundation Stage is highly impressive.

All staff have a good understanding of how to meet the safeguarding and welfare requirements. They demonstrate an excellent understanding of what actions to take if there is a cause for any concern that a child may be at risk of harm or abuse. Staff are clear on what constitutes a concern and have links to several support networks. In addition, flow charts to guide good child-protection process and practice are displayed throughout the nursery. Policies are implemented consistently and they are updated immediately should any changes occur, or if there is need for further clarification. The mobile phone policy is strict and prohibits both staff and parents from using personal phones on the premises. Posters are displayed offering regular reminders.

Staff carry out twice-daily risk assessments to ensure that children can play and explore safely. A secure closed-circuit camera and buzzer system focused on the door and outdoor garden area ensure that no unauthorised person can enter the premises and no child is able to leave unsupervised. Closed-circuit television is also installed throughout the rooms children use, although it is purposely located away from any intimate areas of the nursery and only referred to in exceptional circumstances. All staff working unsupervised with children have received a full Disclosure Barring Service check, helping to protect children from unsuitable people. Visitors sign in and out, and attendance registers are located in each room, ensuring records are maintained. Staff have a clear understanding of their roles and a high staff-to-child ratio is maintained throughout the day.

The induction process is thorough. Regular supervisions for staff identify any specific training needs and ensure that all staff are coping well within their roles. Management provides a well-organised, motivational and effective professional development programme, which is improving the quality of teaching. Staff receive regular training on all aspects of provision, including safeguarding and first aid. Many staff are working towards further qualifications, to enhance the already highly-qualified workforce. Consequently, the quality of teaching is excellent and all children are progressing exceptionally well in relation to their starting points.

Self-evaluation is completed as such a regular, routine exercise that, although the nursery has only been open for seven months, there is already evidence of improvement that is inspiring. The management team is highly reflective, continually looking for ways to improve and innovate. For example, the nursery is promoting sustainability by working with a commercial company who provide a composting alternative to nappy disposal. The management team is also working towards establishing the nursery as a centre of excellence for Middlesex University.

Partnerships with parents are strong. Staff share information extremely well with parents, through a wide variety of means, so that parents can be involved and continue children's learning at home. Staff value parents' comments and feedback and act on their suggestions. The manager is establishing thorough procedures to establish strong and constructive links with other early years providers and agencies. This helps to ensure that

any interventions needed are secured and that all children receive the support they need to make the best possible progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY471025
<b>Local authority</b>	Islington
<b>Inspection number</b>	945674
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	71
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Geoffrey Arthur Kent
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	020 7354 7390

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

