



REPORT FOLLOWING INSPECTION: MONKEY PUZZLE GOLDERS GREEN 28 AUGUST 2019

Feedback for section 1: Play and Learning

Children thrive in this nursery as their interests, likes, skills and abilities are at the centre of the provision as adults provide opportunities based on these to plan activities and environments to enrich and enable children to make excellent developmental strides in their learning. Parents are valued as partners and systems embedded to provide a two way flow of information to support learning at home and within the centre.

Observations inform planning to ensure activities planned for children and environments are age and stage appropriate. All activities are individualised for each child and are set up to pique children's interests and encourage children to explore and be excited to learn and develop further. Development is tracked to understand where children are and inform planning and each child is able to participate at their own level.

Staff listen to children and respond to their needs sensitively and knowledgably. Staff demonstrate use of positive guidance and positive speech and as such use a positive manner. They get to know families and children very well. There are lots of small discussion times such as weekend review etc.

Observations inform staff of the children's interests and developmental levels and they interact with children accordingly. They use open ended questions at all times as well as model talk and parallel talk to support children's growing vocabulary.

Staff actively promote the Characteristics of Effective Learning (CoEL) and all environments are set up to enable children to find out and explore and be willing to have a go as well as being curious and challenged to think critically. Staff role model excellently to persevere and provide new and interesting things to do within the environments which support and promote the CoEL.

Staff interact with children exceptionally well. Regular observations of practice support this and enable staff to be reflective within their own practice and develop further. Staff base themselves at children's level at all times and respond sensitively to invitations to participate and know also when to step back.

Excellent relationships with parents support children to develop strong relationships with their key person. Each key person spends time with their family and key child every day.

Small groups enable children to develop strong relationships within the centre and time with their key person. Observations which inform practice and planning ensure children feel valued and respected and have a voice in their play.

Each child has a key person and co key person to support in the absence of their key person and their planning is displayed so activities can be completed in their absence. Staff were able to discuss why the activities were out and how this was supporting individual children.

Feedback for section 2: Health, Safety and Wellbeing

Children within the setting are emotionally secure and very able to manage their needs independently (applying sun cream etc). Staff are exceptional role models which supports this further and interact and engage with children at their level at all times – being sensitive to their needs and well-being at all times and also allowing children to make choices from a very early age which gives them the basis for ongoing emotional security and learning and development.

Warm, quality interactions form the basis within this setting and enable children to make excellent progress in their learning – case studies evidenced demonstrate one child in particular making exceptional progress in his development from his starting point and excellent parental partnership and engagement as well as excellent multi agency partnership has further secured this.

Menus are planned seasonally and on a rolling basis so as to include seasonal fruits and vegetables. Food is sourced locally within the local community and based on the needs of the families for example Kosher food is purchased due to the high number of families attending who are Jewish. Parents are consulted within the menu planning as are children and the chef who holds relevant qualifications in food nutrition takes on board all input and feeds this into the menu to ensure that the daily nutritional needs of the children are met as well as ensuring a mix of food products.

Safeguarding is on every staff meeting agenda and discussed regularly with staff as well as testing their knowledge and understanding regularly through spot check quizzes and quizzes within meetings. Role play and scenarios are regularly completed to keep staff aware of their obligations and duties in keeping children safe. Supervisions and appraisals all support safeguarding to be a regularly discussed topic and ensure that any concerns are raised timely and appropriately.

Staff are aware of their roles in keeping children safe and understand this in relation to everything they do with the children every day – staff are aware of raising concerns and doing this timely to ensure that children are kept safe. Risk assessments, safety in rooms and checks all further support keeping children safe as well as being up to date in knowledge and understanding.

Management are robust in their monitoring of practice which includes the deputy manager who is a qualified teacher leading practice in teaching and learning to support all adults to

provide children with effective teaching and learning and make steps in their learning. On the day of the visit she spent time within all rooms working with and mentoring staff to support their ongoing development.

Staff have exceptional relationships with their key children and families and this supports them in knowing if something may be impacting on their behaviour so that they can intervene and support where required and in partnership with parents. Golden rules are in place which children have contributed to and understand and which they discussed with myself, such as we use kind hands and we share and take turns and throughout my visit these were apparent as children were kind and considerate with each other and had discussions and gentle conflict resolution talks – ‘ I know we can have two teachers’ etc.

Staff have an excellent understanding of safeguarding procedures and policies and know who to refer to and what to do if any concerns. All policies are up to date and reflect legislation. All staff have received excellent inductions and ongoing training to support safeguarding knowledge and how to keep children safe and secure.

Feedback for section 3: Leadership and Management

The Management team are clearly committed to ongoing quality improvement and have recently completed the gold standard Millie’s mark award as well as completing the Quality Counts Award and starting the Healthy Early Years Award London. This is evident within the setting and staff are keen to support and develop their own practice and demonstrate a commitment to quality improvement within their base rooms as well as their own personal knowledge and development.

Impact measurement is evident within the process of embedding and driving improvement and any changes are driven by a specified and identified need be it the needs of a group of children or an individual child, changes in requirements and environmental factors. Staff training and CPD drives improvement as staff’s base skills, knowledge and understanding is constantly challenged and developed. Peer on peer observations, supervisions and mentoring all support quality improvement and management drive ambition and ongoing development. Parents are very involved within the process and feed into driving improvement and areas of focus for the setting.

With the constant drive for improvement, self-reflection through peer on peer observations and supervisions and staff development, as well as supporting all children to make steps in their learning and develop from the staff input surrounding them the vision statement is highly achievable and will be constantly evolving as the whole team embeds high quality practice across all elements of provision.

Staff are clearly ambitious and thrive within this setting, their well-being is a constant area of support, and they feel valued, listened to and inspired by the inspirational management team. All staff spoken to within the visit are clear about their roles and responsibilities and who to speak to regarding any concerns. Clear structure within the management team embeds this further and they know who to report to. This is clear within the setting and

lines of accountability are clearly identified within supervisions, development plans and ongoing actions.

Policies and procedures form a significant part of staff induction, supervision, staff meetings and training and development – there are clear guidelines within staff handbooks and the induction pack demonstrates how information is provided and ongoing development is met through probationary periods – there are quizzes and scenario based questions to test staff knowledge and understanding of the policies and procedures within the induction process as well as at regular supervisions where policies and procedures form a major part of the process.

Staff meetings incorporate a policy of the month and staff are tested on policies and procedures regularly to ensure knowledge and understanding as well as identifying further development and training needs. Daily spot checks also incorporate questions and scenarios – seen on day of visit a question was posed to a staff member about what they would do if a child arrived at the setting with bruising but no explanation etc.- the response was recorded and will feed into supervision where required.

This is a key strength within the setting – management team are keen to develop and raise practice on all levels and involve the staff team effectively. The whole team fosters improvement driven by the inspirational and supportive management team. Children's progress is monitored through cohort tracking and is currently being further developed to measure impact of identified recommendations. Actions identified are added to room improvement plans and overall action plans. Staff well-being is of high importance and the management team take time to have informal as well as formal meetings with the staff and the open door policy further fosters this.

Parents are extremely well supported and have lots of opportunities to be involved within the setting, parents spoke about feeling like they could just stop for a chat and were always made to feel welcome. Staff are offered a range of training in house and external and training matrix's demonstrate that this is readily received embraced and cascaded down for the rest of the team to benefit from. Children's views are sought to help shape the development of the setting such as the plans for the outdoor area etc. Strong induction process supports ongoing staff development and engagement.

Excellent relationships with parents support children to develop strong relationships with their key person. Each key person spends time with their family and key child every day. Small groups enable children to develop strong relationships within the centre and time with their key person. Observations which inform practice and planning ensure children feel valued and respected and have a voice in their play.

Robust observations, peer to peer observations, mentoring and coaching and supervisions ensures that staff practice is constantly being supported and developed to meet the needs of the children and staff are deployed effectively to best meet their skill set and knowledge and understanding which ensures children needs are at the heart of the provision. This is a constant evaluation and staff development and children's observations are always at the centre of identifying ongoing needs are being met. Management are secure in

enabling children to make good progress providing the right mix and dynamics within the staff team.

Feedback for section 4: Workforce

Staff are extremely warm, happy, and welcoming – all parents and children are welcomed in every day by all staff. Staff base themselves at children's levels, maintaining eye contact and are sensitive, receptive and acknowledging to children's needs at all times demonstrating engagement and a calm and confident manner.

Continuous evaluation and self-reflection are at the heart of this setting. Children's behaviour is very good and staff provide excellent role models. Accidents and incidents are reviewed regularly within the setting and actions taken where required.

Staff know their children extremely well and are knowledgeable about their progress, identified gaps and next steps within their learning. Staff adapt activities accordingly and throughout – e.g. painting within baby room. Children are asked at all times to participate even in nappy changing, this ensures children feel valued and listened to.

Peer observations feed into staff development and continuous improvement. Forest school sessions and stretch and grow sessions further develop children's Physical develop as well as fostering self-esteem and language development.

The staff are supported by the SENDCO who is extremely supportive and provides a raft of information to help support and develop practice and skills and knowledge within a variety of SEND needs.

Staff training and ongoing development is important within this setting, and helps to nurture and develop the team to provide best outcomes for children. Staff meetings are used to develop staff knowledge across key areas identified as well as discussing on going evaluations and actions and safeguarding is always a key area of reflection.

Daily room spot checks also includes questioning staff on what they may do in certain situations as well as looking at the environment and activities on offer. A staff WhatsApp group also enables staff to contribute to information, keep abreast of new requirements, legislation and new initiatives for example.

All management hold safer recruitment and all recruitment systems in place are robust to ensure that staff are suitable to be working with children and continued suitability is sourced with information collated within supervisions and appraisals. Staff are keen to be there and are committed to their role within the setting and their own professional development as well as being active in driving improvement.

There is an up to date central staff record and all paperwork is in line with legal requirements. Monthly probation reviews within the first 6 months ensure that staff are mentored and inducted fully within the setting. END