



Cheeky Monkees Day Nursery

Inspection report for early years provision

Unique Reference Number	EY290174
Inspection date	25 September 2006
Inspector	Sandra Davies / Elaine Marie McDonnell
Setting Address	107 Redcar Road, Marske-by-the-Sea, Redcar, Cleveland, TS11 6HZ
Telephone number	01642 775587
E-mail	Cheekymonkees1@aol.com
Registered person	AAM & Sons Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Cheeky Monkees Day Nursery is one of two childcare provisions run by AAM & Sons Limited and has been registered since August 2004. It operates from premises on one of the main routes into the small town of Marske-by-the-Sea. Children are cared for in three separate rooms according to their age or stage of development. All children share access to a secure enclosed outdoor play area.

A maximum of 50 children under eight years may attend the nursery at any one time. The nursery is open from 07:00 to 18:00 (or 19:00 if requested) Monday to Friday and from 09:00 to 18:00 on Saturdays. The provision serves both the local and wider community and operates all year round.

There are currently 58 children on roll from ten months to eight years. The nursery has its own minibus and staff drop off and collect children from surrounding primary schools. There are currently no children with learning difficulties or who speak English as an additional language attending the nursery.

The nursery employs 13 members of staff to work directly with the children, including the nursery manager. Of these staff, 12 hold appropriate early years qualifications and one is currently working towards a relevant qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The nursery environment is warm, clean and well maintained. Children are protected from illness and infection as staff follow effective hygiene routines to keep the premises clean. For example, the toilet area is cleaned during the day and staff wear disposable gloves and aprons as required. Children are helped to understand the importance of good hygiene practice and are moving towards independence in attending to their personal care. For example, children were observed washing their hands at appropriate times throughout the day. Arrangements for first aid and administering medication meet requirements and protect children.

Staff consider parents' wishes so that children's individual health and dietary needs are met. Children enjoy well-balanced, freshly cooked meals which include a variety of nutritious foods, such as fruit and vegetables. The food provided promotes healthy eating. It is varied, well presented and full of fresh ingredients. The menu complies with all individual dietary needs to ensure that parental wishes are followed and individual needs are met appropriately. Children under two are well nourished. They benefit from the same nutritious menu as older children. All food is blended, pureed or chopped to individual requirements. Children are developing good independence as they feed themselves and pour their own drinks. Drinks are offered frequently and older children can access drinks independently from the water cooler in the room.

Children enjoy daily physical activity outdoors, which contributes to their overall good health. They are developing co-ordination and control of their bodies as they negotiate the obstacle course. They play running games, using the outdoor area with delight. They manoeuvre wheeled toys around, pedalling back and forth and stopping safely. Children move confidently and safely, indoors and out, successfully negotiating space and obstacles. Babies use furniture to pull themselves up and have some sturdy toys to push along. They are effectively supported to develop and extend their physical skills.

Babies happily explore their immediate environment, encouraged by staff who stay physically and emotionally close. They are made to feel special as they enjoy lots of cuddles and gentle conversation with well known staff. Staff talk daily with parents and follow children's routines, with regard to sleeping and meals, so they are well-rested and alert and enjoy their play. For example, a child was gently removed from the table and put down on a camp bed, when he

started to fall asleep over his meal. Children are confident to express and manage their own needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are able to play freely as immediate risks are identified and minimised. Children are cared for in a secure, safe indoor and outdoor environment. Vigilant staff protect children by ensuring the main door is kept locked at all times and children's arrival and collection times are well organised. Children's art work, posters and other displays enhance the environment. This promotes children's learning and their sense of belonging. Equipment and toys are of a suitable design and condition and are well maintained.

Children learn to keep themselves safe due to good explanations from staff. For example, they participate in fire drills regularly and are reminded not to climb on the furniture as they might hurt themselves. Rooms are well organised, enabling the children to move freely and develop independence.

Staff have a good understanding of their role and responsibilities under child protection and procedures are in place in the event of an allegation against staff. This means the welfare of children is protected.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are eager to participate and most settle well in the nursery environment. Caring relationships foster children's self-esteem and warm interactions enable them to explore and enjoy learning. Overall, children make sound progress and are busy and occupied. They confidently make choices about their play, independently selecting activities from the suitable range available.

However, the planning and assessment tools are not used effectively enough to ensure that individual children are challenged.

Children have opportunities to learn about their community and the wider society through visitors to the setting and on outings. Activities have included the Chinese New Year and resources include cultural dressing up clothes and dolls. This helps increase children's awareness of diversity and develop a positive attitude to others.

Younger children enjoy lots of cuddles and physical closeness, enabling them to feel secure and play contentedly. They are learning to share and enjoy being with others, reassured by the presence of familiar adults. Staff are introducing the 'Birth to three matters' framework to help them enhance daily experiences for younger children. However, staff's knowledge and understanding about the framework is not yet fully developed. They provide at times opportunities for heuristic and treasure basket play. Young children enjoy a satisfactory range of discovery and sensory resources and staff encourage them to interact and use sound, gesture and basic language by playing with them on their level and responding to them appropriately.

Nursery Education

The quality of teaching and learning is satisfactory, so that children make sound progress towards the early learning goals. Children are developing good levels of confidence and most are happy and settled. Most children are well behaved, share and take turns well. They show interest in a range of purposeful, first hand activities and are confident to try out new experiences. However, staff have a basic knowledge of the Foundation Stage and activity planning does not cover all areas of learning rigorously enough, so that children enjoy a balanced range of experiences within the daily environment. Children are generally interested and motivated to learn. The focus of planning, both in the daily environment and group times, does not sufficiently identify intended new learning so that children are not always building effectively on what they already know and appropriate challenge is not set for individual children.

Children enjoy coming to the nursery. They engage purposefully in solitary play and can at times play co-operatively with their friends. They communicate well and confidently share their own ideas and experiences. They enjoy stories and most are able to listen attentively. They access books freely for enjoyment, handle them correctly and have opportunities to explore their early reading skills. They have some opportunities to practise pencil skills. However, there is limited opportunity to begin to recognise and at times practise writing their name. They have opportunities to link sounds and letters as they work through the alphabet as a group activity. Children count and use numbers but they are insufficiently challenged to use comparative size and positional language in their play.

Children are interested in the world around them. They have had visitors to the setting and have gone out into the community. For example, the library and the railway museum. Children confidently access the computer and use simple programmes. They are beginning to develop a sense of time through circle time and through daily routines. For example, using a calendar and being given five minutes before tidy up time. Children enjoy physical development and have regular opportunities to develop their balance and co-ordination. For example, when they play on the bikes, obstacle course and use bats and balls. They realise that tools can be used for a purpose and increase their fine motor skills as they confidently use paint brushes, glue sticks, pencils and cutlery. Children can make their own models and have opportunity for spontaneous expression of their own creativity. Children explore activities, such as sand and water play, and discover what they can do with paint. For example, mixing colours.

Staff observe children's achievements in their play experiences. They use group time to reinforce some learning. However, children are not always appropriately stimulated and challenged within the everyday environment, as staff do not consistently evaluate what they observe to help them plan the next steps in children's learning.

Helping children make a positive contribution

The provision is satisfactory.

Equal opportunities is well promoted within the nursery. All children are welcomed by familiar staff who have a good understanding of their individual needs. Children learn about the wider world through activities and resources which raise their awareness of other cultures. Children learn about the local environment and people in it. For example, the lollipop lady and the police.

Staff work closely with parents and access information to ensure children's individual needs are met. Children's spiritual, moral, social and cultural development is fostered in the nursery.

Staff encourage children to understand responsible behaviour, play harmoniously with others and be aware of their own needs and the needs of others. Staff are aware of their responsibilities in relation to behaviour management and consult with parents to ensure consistent methods are used. However, behaviour management in one area of the nursery is an issue, resulting in some disruption for the other children.

Partnership with parents is satisfactory. A positive relationship has been established with parents, promoting children's sense of security. Children benefit from the two way sharing of information about their needs and daily routines. Parents receive written information about how the nursery operates, their children's individual daily diary and are verbally informed. Information is displayed. For example, the previous inspection report, policies and procedures and further information is displayed in the entrance hall.

Organisation

The organisation is satisfactory.

Effective recruitment and vetting procedures ensure children are well protected. Children are cared for by staff who are qualified in child development. However, staff lack relevant training in working with younger children and providing nursery education. There are some training opportunities for staff to further their knowledge and understanding. Minimum ratios of staff to children are maintained and extra support given as required. Organisation and the layout of easily accessible resources supports children's learning. The required records, policies and procedures are in place, promoting the welfare, care and learning of the children.

Leadership and management is satisfactory. Organisation of the planning of activities and monitoring children's progress and achievements throughout the nursery is not yet fully effective which leads to weaknesses in some areas of the provision. However, the staff and management are working together to address these issues.

Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the management was asked to ensure children's privacy and dignity is maintained when they use the bathroom and to ensure that rooms are maintained at an appropriate temperature. The issues with regard to children's privacy have been addressed. Systems to maintain the temperature have been introduced. Management were also asked to ensure that there are effective procedures in place for vetting staff and to improve the system for sharing child protection procedures with staff and parents. The vetting procedure is satisfactory. Staff are aware of child protection procedures and parents are able to access the policy. As a result of these recommendations being put in place, children's well-being is enhanced. At the last inspection the manager was asked to use assessments and observations

of children to plan the next stage of their play, learning and development and share these records with parents. Effective assessment and observation remains a recommendation.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted. Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve outcomes for children from birth to three by using an approach in line with 'Birth to three matters'

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the activities to ensure all areas of the curriculum are sufficiently covered
- use the planning and assessment tools more effectively to ensure individual children are appropriately challenged (also applies to care)
- develop a more rigorous system for monitoring the provision for nursery education.

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