

# Cheeky Monkeys Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY290174
<b>Inspection date</b>	17/08/2009
<b>Inspector</b>	Vivienne Dempsey
<b>Setting address</b>	107 Redcar Road, Marske-by-the-Sea, Redcar, Cleveland, TS11 6HZ
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Cheeky Monkey's Day Nursery is one of three child care 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. A maximum of 50 children under eight years may attend the nursery at any one time. The facility 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. All children share access to a secure enclosed outdoor play area.

There are currently 104 children on roll in the early years age group. Children are cared for in three separate rooms according to their age or stage of development. The nursery has a range of company vehicles and staff drop off or collect children from surrounding primary schools. There are currently four children on roll with learning difficulties or disabilities and no children who speak English as an additional language attending the nursery.

Seventeen members of staff, including the nursery manager are employed to work with the children and all members of staff have an early years qualification. The manager has a degree in Early Years Childhood studies and has Early Years professional status.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit from being cared for by a qualified, friendly and caring staff team. They make good progress in their learning and development. They enjoy a varied range of activities and experiences in a safe and secure setting. Partnerships with parents and other professionals effectively ensures all children's needs are met in an inclusive environment. Staff are keen to develop the provision they provide and a range of systems are in place to ensure continuous improvement. Careful monitoring and regular self-evaluation by the manager and the staff team ensure that priorities for further development are identified and appropriate action taken.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the outdoor area to ensure all children have opportunities to investigate the natural world
- continue to develop written observation, assessment and planning systems to further support children's learning and development
- continue to develop opportunities to enable children to further develop their self-help skills.

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

All records, policies and procedures for the safe and efficient management of the provision are actively maintained and kept up-to-date. The manager is keen to develop the service provided and works closely with all staff, parents and local authority advisors to evaluate the provision provided. The provisions strengths and areas for improvement are clearly identified and action plans are in place enabling staff to improve outcomes for children.

Staff have a good understanding of safeguarding children policies and procedures and who to contact with any concerns. A wide range of risk assessments are in place to ensure the environment is safe for the children to move around freely and safely. Resources are independently accessible to all children. Daily checklists and cleaning rotas are in place to ensure resources are suitable, clean and safe. Good routines are in place to help prevent the spread of infection, for example, staff wear aprons and disposable gloves during nappy changing routines and changing mats are cleaned appropriately after every child.

Good links with parents have been developed and parents are kept informed about their child's development and progress toward the early learning goals. Regular parents evenings are held, giving the parents plenty of opportunity to comment on their child's learning. Daily diaries are in place which give parents information about children's daily routines, for example, nappy changes, food eaten and activities they have been involved in. Links with other agencies and partners are well established and a good two-way flow of information enables staff to meet all children's needs very well.

## **The quality and standards of the early years provision**

Staff have developed a welcoming and stimulating learning environment, where all resources are freely available, giving children choices about what they do. A good balance of adult-led and child initiated activities are in place. Children enjoy walks in the local area and enjoy exploring the local woodland and parks, going on the train to visit the local beach, which helps develop their knowledge and understanding of the local community. Children have access to the outdoor area providing them with opportunities to develop their physical skills, however, opportunities to investigate the natural environment is limited for younger children. Older children manage their own personal hygiene, which helps to develop their self-help skills, however, some opportunities to develop these skills further are missed. Pre-school children, for example, do not have the opportunity to serve their own meals.

Staff have a good understanding of the Early Years Foundation Stage learning and development requirements. Staff monitor children's learning through regular observations and assessing individual children to identify their progress and achievements over time. Planning systems are in place to help promote children's development and observations are mostly used to plan for the next steps in their learning, however, this process is not always clear. Information is collected from

parents regarding children's learning and interests at home and this information is used in children's 'learning stories'. This helps to link learning in the provision to home, which helps to provide continuity in the children's learning and development.

Children enjoy dressing up as 'doctors' and have fun using bandages to help make a member of staffs arm 'better'. They confidently use a range of tools and equipment safely and with increasing control when they use scissors in the creative area to cut paper. Mark making resources are freely available to all children and examples of their work are clearly displayed. Children have painted portraits of the staff which are prominently displayed in the hallway. This helps develop children's confidence and self-esteem.

Children learn about safe practices and how to keep themselves safe. They take part in regular fire drills, for example, which, helps to develop their awareness of emergency evacuation procedures and staff talk to children about road safety and have visited the local lollypop lady to promote their awareness of crossing the road safely.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met