

Cheeky Monkeys Day Nursery

107 Redcar Road, Marske-by-the-Sea, Redcar, Cleveland, TS11 6HZ

Inspection date	24/04/2014
Previous inspection date	17/08/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The safeguarding procedures to protect children's well-being and to safeguard children have not been followed correctly. Members of staff have not reported the inappropriate comments or behaviour of other staff, in a timely and appropriate way.
- Records of attendance do not consistently show accurate hours of attendance for all children to protect their safety. Insufficient information is gathered from parents about starting points to support and challenge children's learning and development from the start.
- Children do not always have the opportunity to pursue their interests as significant activities are routinely tidied away before snack time. They are not able to access the sufficiently resourced outdoor area freely; this does not fully support children who learn better outdoors.
- There is further opportunity to introduce more real and natural items to enhance children's play experiences and encourage their exploratory skills, particularly in the indoor area. Furthermore, some resources are not sufficient, incomplete or not of a good enough quality to fully support children's learning and development.

It has the following strengths

- Staff have developed positive relationships with parents and external agencies to ensure all children are fully included and their individual needs are met.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities taking place in all playrooms and the outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion.
- The inspector held meetings with the owner, manager and spoke to staff members during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and action plans.

Inspector

Vivienne Dempsey

Full report

Information about the setting

Cheeky Monkees Day Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Marske, Redcar and is managed by AAM and Sons Ltd. The nursery serves the local area and is accessible to all children. The nursery employs 19 members of staff, of whom 18 are childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above, two members of staff have relevant qualifications at degree level. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 95 children attending and 54 who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff are aware of their responsibility to report, in a timely and appropriate way, any concerns about staff practice to ensure children are safeguarded
- improve systems to consistently record children's accurate hours of attendance
- improve the quality of the information gathered from parents at registration about children's starting points to enable staff to support and challenge children's learning and development from the start.

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

- improve opportunities for children to pursue their interests by, for example, keeping some activities out instead of routinely tidying them away before snack time
- provide more opportunities for children to choose to play in the outdoor area
- improve the quality of resources available by; increasing the range of freely available natural and real items to enhance children's exploration skills in the indoor area; replacing or removing resources that are insufficient, incomplete or not of a good enough quality to fully support children's learning and development.

Inspection judgements

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

The arrangements for meeting all of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage require improvement. Staff have established positive relationships with parents, other providers and external agencies, this helps to mostly meet children's individual needs. Detailed verbal feedback and diary sheets means that parents know what their children have enjoyed that day and how they can support their children at home. Parents are also encouraged to share information about what children have enjoyed at home. However, information gathered about child's starting points in their learning and development is not always detailed to enable staff to support and challenge children's learning and development. Summaries of children's learning and the progress check at age two are completed regularly and shared with parents and relevant agencies.

Children generally enjoy their time at the setting and are keen to join in with activities. Young children show a particular interest in farm animals and staff support their interest by taking children to visit a local farm and provide small world farm animals for children to explore during their play. However, some resources are not of a good enough quality and are insufficient and incomplete. For example, some inset puzzles do not have all the pieces needed to complete and matching shapes games are incomplete. In addition, resources in the role play area in the 'tweenie room' are insufficient and do not fully support children to take on and rehearse new and familiar roles in this area. This does not always sufficiently challenge children's learning and development. Children enjoy mark making activities and staff encourage children to talk about the marks they make. Young children confidently give meaning to the marks as they draw. For example, they talk about the blue hair they have drawn on their mummy and older children identify the letters of their names. This helps to develop children's early communication, language and literacy skills well.

Staff have developed sound links with local schools and nurseries. They have created photograph albums that include pictures of the school environment and resources, such as, the water play, toilets and outdoor area. Staff provide opportunities for children to develop their independence and self-help skills. For example, they help to serve part of their lunch and pour their own drinks. This all helps to prepare children well for their transition to school and the next stage in their learning and development.

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

Children's overall well-being and safety are compromised. This is due to some staff's inappropriate behaviour and comments about children. This does not fully promote their well-being or provide a positive environment in which they can thrive, particularly in the 'tweenie room.' However, children are observed to be happy and settled. Parents spoken to during the inspection state they have developed close bonds with their child's key person. They share relevant information about children's care and routines. Parents also

comment that staff fully support and include children with special educational needs and/or disabilities. They work closely with a range of agencies and support workers to meet their individual needs very well. Staff work closely together to ensure a smooth transition between rooms. Key persons visit the next room with their children to ensure they are familiar with their new environment and relevant information is shared with their new key worker. This helps to ensure consistency in children's care, learning and development.

Children are able to mostly make choices about their play and freely access the sufficient range of resources indoors. However, there is opportunity to introduce more real and natural items to enhance children's play experiences and encourage their exploratory skills, particularly in the indoor area. Although, the setting has an 'open door' procedure to encourage children to access the outdoor area freely, staff are not consistently implementing this procedure at all times. This does not fully support children who learn better in the outdoor environment. However, when they do access this area they enjoy riding bikes and scooters, digging in the mud and exploring the outdoor area for bugs and spiders.

Children develop self-care skills as they learn about healthy routines, such as the need to wash their hands before eating. Staff provide nutritious snacks, such as fruit and healthy drinks. They talk to children about how fruit is good for you. This means that children are learning to make healthy choices in what they eat and drink. Children's behaviour is generally managed in a positive way and children respond appropriately to requests and are clear about what is expected of them. They are encouraged not to run around indoors. Children are encouraged to stop at the road and to look and listen to make sure it is safe to cross when walking to school. This helps to develop children's understanding of safe procedures.

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

The inspection was prioritised following concerns raised with Ofsted about the provider's ability to safeguard children in the nursery. The inspection found that staff had failed to report significant concerns about other staff members' inappropriate behaviour and comments to the lead practitioner responsible for safeguarding. The nursery has a clear safeguarding policy and procedure that meets the requirements of the Early Years Foundation Stage and includes a whistle blowing procedure and procedures to follow in the event of an allegation being made against a member of staff. All staff have recently attended safeguarding training and the manager has used questionnaires, post training, to assess staffs understanding of safeguarding issues. However, some staff on this occasion have not followed these procedures or fully understood their role in safeguarding children. These significant weaknesses in practice are breaches in the safeguarding requirements of the Statutory framework for the Early Years Foundation Stage. They are also breaches of the requirements of the Childcare Register.

The management team applies appropriate recruitment and vetting procedures when

appointing members of staff to work at the nursery. This includes completing Disclosure and Barring Service checks to ensure staff are safe to work with children. Hazards are minimised due to the risk assessments and daily checks undertaken by staff. Staff have a sufficient understanding of how to deliver appropriate educational programmes within the nursery; this supports children to make appropriate progress and development.

Parents spoken to during the inspection are happy with the service provided and comment on the friendly and approachable staff. Parents are kept informed about their children's routines and activities throughout the day. However, parents are not fully involved in the assessment of their children's starting points. Partnership working with external agencies and professionals is effective. Children that attend more than one setting are supported as staff liaise with the other providers verbally to provide consistency in the care provided to children. Self-evaluation identifies the nurseries strengths and most areas for improvement. Recommendations from previous inspections and local authority early years advisor reports have been addressed to bring about continuous improvements. The management team are keen to work with the local authority early years advisor and other agencies to address the weaknesses identified at inspection and strive to ensure future improvements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- implement the procedure to be followed for the protection of children, intended to safeguard children being cared for from abuse(compulsory part of the Childcare Register).
- implement the procedure to be followed for the protection of children, intended to safeguard children being cared for from abuse(voluntary part of the Childcare Register).

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

Unique reference number	EY290174
Local authority	Redcar & Cleveland
Inspection number	965916
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	95
Name of provider	AAM & Sons Limited
Date of previous inspection	17/08/2009
Telephone number	01642 775587

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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.

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