

Cheeky Monkeys Day Nursery

Baysdale Road, Thornaby, STOCKTON-ON-TEES, Cleveland, TS17 9DF

Inspection date

Previous inspection date

11/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

2

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

2

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

2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is consistently good. As a result, children are beginning to make good progress in their learning and development, and develop a broad range of knowledge and skills which supports their readiness for the next stage in their learning.
- Children are supported in their learning at home as very good partnerships are in place to involve parents in their child's learning and development.
- Children's welfare and well-being is well promoted in the nursery. There is a comprehensive awareness of safeguarding issues among the staff, all of whom are suitable to fulfil the requirements of their role and have had appropriate checks carried out.
- The manager spends time working in the nursery room. She uses first-hand knowledge to accurately identify actions to overcome weaknesses that aim to improve practice and provision for children over time.

It is not yet outstanding because

- There is room to strengthen teaching to further enhance children's mathematical skills in order for children to fully enhance their understanding of early counting.
- The outdoor environment is less well used to extend opportunities for children to enhance their already good independence skills.

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 had a tour of the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the manager's self-evaluation form and action plans.
- The inspector observed teaching and learning activities in all nursery rooms, including the outdoor environment.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager of the nursery and discussed a range of policies and procedures.

Inspector

Nicola Jones

Full report

Information about the setting

Cheeky Monkees Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in Thornaby, Stockton on Tees, and is owned by a limited company. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including the manager and deputy manager who both hold Early Years Professional Status. The nursery opens Monday to Friday all year round excluding bank holidays, from 7am until 6pm. Children attend for a variety of sessions. There are currently 89 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- strengthen the already good practice in teaching children about numbers by further developing opportunities for them to engage in activities to develop their early counting skills

- extend ways to further enhance children's independence skills in the outdoor environment in order to enrich children's ability to make choices and direct their own play.

Inspection judgements

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

Children thoroughly enjoy the time they spend at this welcoming and friendly nursery and are beginning to show signs of making good progress. This is because staff have good knowledge of how young children learn, and plan interesting along with challenging activities appropriate to children's individual age and stage of development. Staff ensure each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities and experiences. Older children take part in group tasks led by staff, such as making play dough. They cooperate well with each other and take turns when they mix the flour, salt, powder paint and water. Staff support their communication and language skills well by encouraging them to talk about the mixture as it changes, asking questions, such as 'what can you see happening now?'. This supports children to acquire the skills and knowledge required in readiness for school. Staff support the communication and language skills of very young children and babies equally well. They sing as they sit alongside them on the floor, encouraging them to join

in using early sounds and babbling. This gives children the confidence to use sounds independently and they demonstrate this when they walk around the room quietly singing to themselves.

The quality of teaching is consistently good. Staff have sound awareness of using everyday play-based activities and routines to promote and extend children's mathematical skills. They play alongside them as they build towers using building blocks on the floor. They encourage them to count each block before they all come tumbling down. Pre-school children demonstrate good skills for their age when they count using numbers beyond 10, saying one number name for each block they use. However, opportunities to enhance children's already good number skills are not always provided. This is because, occasionally they are provided with tasks that are not age-appropriate and do not fully extend children's understanding of early counting. Staff support very young children's learning and development well. They make very good use of observations to identify children's interests and their individual patterns of play. For example, they recognise when children 'transport' toys and objects from one area of the room to another and provide opportunities to extend their learning further. Children who are two-years-old are supported well to develop and extend their creative skills. They thoroughly enjoy using a range of 'junk' modelling materials, such as used cereal boxes and plastic lids to make their own vehicles. Staff support their learning very well by encouraging them to count the number of wheels they have put on and to talk about what they are doing. Children show an awareness of writing when they ask for their name to be placed on their finished models. Staff encourage children to use pencils and do this themselves. This extends their literacy skills and provides a strong foundation for future learning.

Staff complete regular and precise assessments of children and use this information well to support children's learning and development. Effective systems are in place in all nursery rooms to show how observations are effectively threaded through into planning. This information is well documented in individual learning journal files for each child and shows how achievements are tracked over time to show progress. Staff work closely with parents and regularly share their children's achievements. They talk on a daily basis and parents enjoy a number of different opportunities to share their children's learning at home. For example, parents write comments and share significant moments in their child's development on a large flower displayed in the entrance hall. Written comments include 'My child can now sleep in their own bed' and 'My child took their first steps'. This enables staff and parents to work together and think through ideas of how to move children forward in their learning.

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

The manager and her staff team have worked well during this first year of opening to welcome children and their families into the nursery. An effective key-person system is in place which helps children form secure attachments and promotes their emotional well-being. Good quality information is gathered from parents when children first begin attending and this is used very well to provide continuity in the care children receive. Clear procedures are in place for welcome visits in the nursery. For example, children attend with their parents for a number of sessions, dependent on need, before staying on their

own for periods of time. The entrance area is well used by parents to sit and spend time talking to the manager. This develops good relationships from the outset and helps parents to feel confident in leaving their child. Parents spoken to during the inspection are delighted with the service provided and are clearly satisfied with all aspects of the provision. Children are well supported when they move rooms within the nursery. They make a number of visits and staff complete transition sheets. This ensures information regarding children's individual needs is shared and there is continuity in their care. Children are equally well supported when they leave nursery and move into local schools. Resources, such as school sweatshirts are available for children to try on and incorporate into their play. Staff have been proactive in establishing links with school teachers. For instance, photographs have been taken of the school environment and teachers to help children prepare for when they make the transition and move into school.

Staff provide, generally, good opportunities for children to develop their independence skills. For example, they wash their hands, serve their own food and attend to their personal needs. However, there is scope to extend children's independence skills even further in outdoor environment, in order to enrich children's ability to make choices and direct their own play. For example, by ensuring a wider range of resources is available for children to choose from at all times. Staff meet children's physical needs very well. They recognise when they are tired and provide space for them to cuddle in and sleep. Daily opportunities are provided for children to be physically active and enjoy energetic play. Children access the outdoor play area and engage in activities, such as riding bikes, scooters and pushing buggies. Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a nutritious and balanced diet. For example, they encourage children to eat fish by saying 'It makes your brains grow bigger'. A range of fresh, healthy fruit is offered to children at snack time and they are offered a drink of milk or water. Good use is made of displays in the dining room area to further promote the importance of eating healthy food.

Children's behaviour is good. This is because staff set, explain and maintain clear reasonable boundaries so that children can feel safe and secure in their play and other activities. For example, staff are vigilant and quickly intervene when children begin to climb on the furniture. Children, especially babies enjoy sitting on the knee and receive a cuddle from their key person and demonstrate friendly behaviour towards each other. The rationale of behavioural expectations is shared with parents, to maintain a joint approach. Staff have a good understanding of and give high priority to the safety of children. As a result, children show a good awareness of safety in the indoor environment. For example, children quickly place teddies along the window sill when staff remind them to keep the floor spaces clear of tripping hazards.

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

The manager and her staff team take all necessary steps to keep children safe and well. They understand their roles and responsibilities in safeguarding children and maintain close supervision of children at all times to ensure they are protected from harm. Necessary checks are carried out to ensure all adults in daily contact with children are

suitable to do so and any issues regarding children's welfare are managed very well. For example, effective systems are in place for recording any accidents or incidents that occur while children are at nursery. Information provided for parents clearly shows how and when the incident happened. Parents sign this documentation. This ensures they fully understand what treatment their child has received. Children are further protected as robust procedures are in place for recording any existing injuries children may present with. For example, incoming injury forms are completed and signed by parents to document any other injury a child may have sustained. This ensures all matters are given high priority and responded to in a timely and appropriate way. Effective induction and mentoring arrangements, together with clear written policies and procedures, further protect children and ensure they enjoy their learning experience and grow in confidence. Ongoing staff development is encouraged through well-considered and purposeful staff supervision, providing support, coaching and training for individual members of staff. This has a positive impact on their knowledge and understanding of the framework. For example, the training needs of new staff are quickly identified and plans put in place to address them. The manager continually evaluates the quality of practice and provision provided. As a result, areas for improvement are identified, taking into account the views of parents, staff and children. The manager is fully committed to creating, maintaining and improving the nursery so that it meets the highest standards and offers the best experience for children.

The manager leads a well-qualified and experienced team well. Staff use their skills and expertise to support young children's learning and development. The manager has a very good understanding of her role in monitoring the delivery of the educational programmes and spends time working in each room to give her first-hand experience of what is working well. Good use is made of peer observations to monitor the quality of teaching and how this impacts on children's achievements. Observation, assessment and planning documentation is monitored by the senior management team. This includes the registered providers, to make sure information is consistent, precise, and displays an accurate understanding of all children's skills, abilities and progress. The manager and her deputy maintain a comprehensive overview of progress tracking documentation. This ensures children's needs are quickly identified and interventions secured through external agencies, if required.

The manager and her staff team are committed to working with parents. Good quality information is provided to keep them updated with their children's achievements and effectively signpost them to external agencies and services, if required. This meets children's needs and helps to address their individual circumstances well. The manager and her deputy have been proactive in developing partnerships with local schools, in preparation for when children attend other settings alongside nursery. For example, staff have visited and observed children in their school or nursery before they begin attending 'Cheeky Monkees'. Partnerships are developing with external agencies and services, and links have been made with services, such as speech and language therapy. This helps improve communication and coordination between professionals, staff and families.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY458890 |
| Local authority | Stockton on Tees |
| Inspection number | 977649 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 90 |
| Number of children on roll | 89 |
| Name of provider | AAM & Sons Limited |
| Date of previous inspection | not applicable |
| Telephone number | 01642763453 |

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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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