

# Cheeky Monkeys Day Nursery

Cheeky Monkeys Day Nursery, 107 Redcar Road, Marske-by-the-Sea, REDCAR, Cleveland, TS11 6HU

<b>Inspection date</b>	07/10/2014
Previous inspection date	24/04/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Children make good progress in all areas of learning because teaching is good and staff plan stimulating activities, which interest them. The assessment and monitoring of children's progress is effective and supports their development well.
- Parents are actively involved in children's learning, as staff encourage them to share detailed information about their needs and achievements and support their learning at home.
- Children are very well safeguarded in the nursery as staff have a good understanding of child protection. The premises are safe and very well resourced and effective risk assessments are completed that keep children safe at all times.
- Managers ensure there is continuous improvement in the provision through effective self-evaluation and good levels of motivation. This means that the drive to improve, results in children enjoying good quality learning experiences.

### It is not yet outstanding because

- Children are not always encouraged to understand mathematical language as staff do not always use language that describes size, shape and position.
- Opportunities for children within the tweenies room to have free access to the outdoor provision are not always fully maximised. Therefore, children are not always able to make independent choices in their play environment.

## 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 viewed all areas of the premises and equipment and observed activities in the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the group, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager and also took account of the views of parents spoken to on the day.

## Inspector

Eileen Grimes

## 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 14 members of staff, of whom 13 are childcare staff. All staff hold appropriate early years qualifications at level 2 or above and 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 69 children attending, of whom 45 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 further improve the quality of the early years provision the provider should:

- extend children's understanding of mathematical language, for example, by using language that describes size, shape and position
- enhance the arrangements for children within the tweenies room, so that children have free access to outdoor play at all times, in order to maximise opportunities for them to make independent decisions about where they wish to play.

## Inspection judgements

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

Staff have a good understanding of how to promote children's learning and plan a range of interesting activities that meet their individual needs. As a result, children make good progress in their learning and development. Staff ensure that they obtain detailed information about children's development when they start and use this to plan activities that meet their individual needs. Observations are precise and accurate. This means that staff reflect promptly on children's responses to activities by taking photographs and evaluating their responses and skills learned. Parents are actively included in their children's observations and assessments, which help them continue with their learning when they return home. Staff then use this to accurately track children's progress and plan for the next steps in their learning. Key persons keep parents informed on a daily basis of their children's development and particularly about the activities that they enjoy. Outings to the local area help children to understand the world around them. Children collect leaves from the local park and use these in artwork as they explore and identify their properties.

Children have regular access to the outdoors where they enjoy imaginary play experiences. They are actively involved in planning their own learning as staff listen carefully to what they enjoy. Children's interests are used effectively when planning outdoor activities. For example, children's enthusiasm for imaginative play results in the implementation of a mud kitchen. This provides a wealth of opportunities as children pretend to cook and make cakes for each other. Children develop skills in working together, as they resolve how to make the cake. They look after plants they have grown outdoors, which help them to understand growth and change. They develop good listening skills as staff engage in activities, as they watch and listen to instructions when engaged in activities in the sand and help with pouring and measuring. Staff ask well-chosen questions that help children to think critically and extend children's knowledge of descriptive words by introducing these into conversations. However, opportunities for children to further develop their understanding of mathematical language through every day activities are not always fully maximised.

Children develop a good understanding of their surroundings. For example, children manoeuvre cars around the road mat and talk about the various locations of police station and fire station. Children learn about people who help us when they visit local amenities. This provides them with good skills as they move on to the next stage in their learning. Younger children enjoy exploring the outdoor areas where they learn how to ride bicycles and manoeuvre scooters. They enjoy song and dance activities where they pretend to sleep and respond to the words of the song by jumping up, dancing and singing. This promotes children's communication skills and their sense of rhythm. Older children enjoy making musical sounds and rhythms with percussion instruments as they listen carefully to different sounds and replicate these. Staff provide well-considered support for children, who have special educational needs and/or disabilities. They liaise promptly with external agencies and plan activities that are carefully designed to meet children's individual needs, so that they make good progress in all areas of development. Key persons keep parents informed on a daily basis of their children's development and particularly about the activities that they enjoy. This helps parents continue with their children's learning when they return home.

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

Children settle well because staff spend time with their parents discussing children's individual needs. They put together a documented profile of this information and then ensure they refer to these records as children are settling in. This enables key persons to provide care that is sensitive to children's specific requirements. Staff conduct regular risk assessments that change to reflect the needs of children and the activities they enjoy. Children, who transfer from one room into another room, are supported well by their key person. Warm and trusting relationships are in place and staff accompany children as they settle into their new room. Outings to the local park and shops are all carefully managed to ensure children are safe at all times. Children learn how to be aware of hazards around them through explanations from staff. They wear high visibility coats during outings and the high staff to child ratio ensures their safety. Staff monitor children's activities at all times, which further protects them. For example, older children have free access to the

outdoor areas where staff make sure that there is always a member of staff that supports their play both indoors and outside. However, there are fewer opportunities for children within the tweenies rooms to access the outdoor play area, for example by opening doors at all times of the day, so that children can make more independent choices about where they wish to play.

The premises are well resourced with a wide range of toys and equipment that is carefully selected to promote children's learning. Younger children's mobility skills are promoted well as they have indoor steps and a slide that provides good challenge and promotes their independence. Staff discuss children's sleep routines with their parents and ensure these are managed according to their individual needs. Children behave well, they enjoy sharing their activities and older children have well-established friendships among those, who are in their group. They are gaining strong skills in their independence, such as being responsible for their own personal care, which prepares them well for their move into full-time school. A range of nutritious meals are provided for children and served in a social setting. Staff maximise this time to discuss and develop children's understanding of a healthy lifestyle.

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

Following the last inspection, the provider was issued with a notice of action to improve. A monitoring visit to the provision was also carried out by Ofsted. The provider has made significant improvements. Children are well safeguarded as staff and managers have a clear understanding of procedures and how to respond if there are concerns regarding a child's welfare. They are also clear about what action to take if there are any concerns regarding a member of staff. The manager ensures that new staff understand the safeguarding procedures through thorough induction. Staff have attended safeguarding training, and discuss and update their knowledge during staff appraisals and meetings. All staff have an updated Disclosure and Barring Service check in place. Staff suitability is established through effective referencing and a probationary period. Managers ensure that staff have the skills, experience and qualifications for their role through robust recruitment procedures. Staff's regular access to training and clear monitoring of the delivery of the educational programmes, ensures that they are skilled and their knowledge is regularly updated. Attendance registers now consistently record children's hours of attendance.

The staff group is committed towards constant improvement and regularly reflect on what they do. Through this, they strive to increase the opportunities for all children who attend. Photographs and evaluative assessments are precise and clear and document children's recent activities, achievements and progress. As a result, staff communicate very well with parents and ensure they have regular and accurate updates of what their children enjoy in the nursery. Regular observations of staff by the manager and the recent introduction of peer observations ensure staff have opportunities to reflect on their strengths and weaknesses. These peer observations are used during staff supervisions sessions to enable training to focus on the needs of staff and children. Children who have special educational needs and/or disabilities are well supported. This is because there is a

designated member of staff that provides advice and expertise for children's key persons. This enables children to access the best help available and supports staff as they provide structured play plans for them. Staff meet regularly and combine their meetings with monitoring the educational provision and share recent training experiences. As a result, staff morale is high and they work together effectively as a team.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY290174
<b>Local authority</b>	Redcar & Cleveland
<b>Inspection number</b>	978462
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	54
<b>Number of children on roll</b>	69
<b>Name of provider</b>	AAM & Sons Limited
<b>Date of previous inspection</b>	24/04/2014
<b>Telephone number</b>	01642 775587

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

