



Cheeky Chimps Fun Club

Inspection report for early years provision

Unique Reference Number	119725
Inspection date	01 November 2006
Inspector	Lilyanne Taylor
Setting Address	47a Monkton Street, Ryde, Isle of Wight, PO33 2BB
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Registered person	Ricky LARBALESTIER and Sarah LARBALESTIER
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Cheeky Chimps Pre-School and Fun Club opened in 2003 and 1997 respectively.

It operates from purpose built premises in a residential area of Ryde on the Isle of Wight. There is a fully enclosed outdoor play area.

There are currently 115 children aged from 3 to 14 years on roll. Of these, 10 children receive funding for early education. Children are able to attend for a variety of sessions. The provisions support children that speak English as an additional language.

The pre- school and fun club operate Monday to Friday during term time only. The pre-school operates from 08:45 -14:45 and the fun club from 15:00-18:00. During all school holidays a holiday club operates Monday to Friday from 08:30 till 18:00.

Management employ nine staff; two work on a regular basis in the pre-school and seven in the fun and holiday clubs. All staff hold a relevant early year's qualification in child care.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive in a caring, meticulously clean and healthy environment where highly effective practice meets their physical, nutritional and health needs. Excellent adult support enables all children to gain an understanding of simple good health and hygiene routines. Children are encouraged to play an active part in keeping themselves healthy, for example when taking care of their own personal needs, selecting healthy snacks, or discussing the type of clothing they will need to put on when going outdoors to play.

Excellent systems in place ensure children are only administered medication their parents have authorised. All accidents children have are able to be dealt with promptly; all staff are first aid trained and the written permission they obtain from parents enables emergency treatment / advice to be sought for children if necessary.

Children are protected from illness and infection; a sick child policy shared with parents details the minimum exclusion periods for infectious and communicable diseases. Children who become ill during a session are cared for sensitively while their parents are contacted and asked to collect.

Children are given a good choice of nutritious snacks and have regular access to drinks which ensures they do not go thirsty. Children's individual dietary needs or allergies are known by staff and adhered to in the provision of snacks, drinks and cooking activities. Food children bring in from home is maintained at a safe temperature; parents are requested to place cooling blocks in their children's lunch boxes.

Children are supported to develop physically; they have regular opportunities to be active indoors and outdoors. For example indoors pre-school children climb over cubes and jump onto mats while in the soft play area, play in the ball pool and take part in races to see who can pedal their car around an obstacle course and then bounce on a space hopper back to the starting point the fastest. Outdoors they play hop scotch, use small climbing apparatus and enjoy walks around the local area visiting places of interest such as the beach, train station and library. Children attending the fun club have opportunities to climb large apparatus, play pool, basket ball, football, hockey, netball and table tennis.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an extremely safe environment. Staff are vigilant and take appropriate action to minimise risks to children; risk assessments are carried out daily on the premises and equipment. Equipment and toys are maintained in a safe and suitable condition and are appropriate for the age range of children attending. Efficient safety procedures built into the

daily routine and shared with parents enable children to play and learn in a secure setting. Systems in place ensure children are always in the care of adults that are suitable. All visitors to the premises are requested to sign and shadowed by a member of staff. Only persons authorised by parents are able to collect children. In the event of a child not being collected systems and procedures in place ensure all children are kept safe. Children attending local schools arrive safely at the Fun club; staff collect them from agreed assembly points within each school. Systems and procedures in place ensure all children due to attend the Fun club are accounted for. Permission is sought from parents to take children on outings and for them to be transported in a vehicle; this includes the use of a local taxi firm if necessary. Records of children's attendance show the actual hours they are being cared for and the staff whose care they are in. All children are effectively involved in protecting themselves from harm; they are aware of the rules of the setting which include safety measures such as no running or fighting. Procedures for evacuating the premises in the event of an emergency situation are practised regularly which ensure all children can exit safely. Children's welfare is safeguarded and fully protected. Staff have a very sound awareness of signs that may indicate a child were being abused and the procedures they should follow. A designated member of staff has responsibility for ensuring all child protection issues are dealt with appropriately and promptly. In addition to this a record of pre-existing injuries children come into the provisions with are maintained. Systems in place ensure if an allegation of abuse were to be made against a member of staff appropriate action is taken.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children of all ages arrive happily and confidently come into the setting. They are interested, involved in their play and are keen to take part in the wide and stimulating range of activities provided that are appropriate to their age and stage of development. Staff take the time to get to know the children well; they listen to what children have to say and do and have a good understanding of their individual interests, care and development needs. Children attending the fun club have the opportunity to express their views on activities they would like provided and are encouraged to spend their time how they choose. For example some like to play on the electronic machines, computer, pool table or to be outdoors playing football while others enjoy relaxing on the soft furnishings sharing conversations with one another or to sit quiet and do their homework. As a result all children enjoy the time they spend at the setting. Children form friendships with other children and have a good relationship with staff. They respond well to the praise they receive in recognition of the achievements.

The quality of teaching and learning is good.

Children are confident and independent, most are able to manage their own personal care and select and make their own choices of activities and resources. Children enjoy having responsibilities, they help staff prepare for snacks and to tidy away their toys. Staff carefully remind children to be polite and to share and take turns which helps develop their awareness of the boundaries and behavioural expectations of the setting. Children form good relationships with staff and their peers; they play well alongside one another. Children speak confidently and talk about where they have been or what they have been doing. Although children are

beginning to link sounds to letters and to know which letters represent the sounds they have few opportunities to see written words alongside objects, resources and illustrations in the environment. As a result they are not fully supported to develop their pre-reading skills. Children visit the local library and choose the books they wish to take back to the pre-school. They enjoy listening to stories and looking at books for pleasure. Children practise their emergent writing skills through a range of mark making activities and some more able children are able to write their own name. Children have opportunities to count and use mathematical language when talking about size and measure. For example they count the children present at registration, weigh the ingredients they use for making cakes and use a height chart to compare who is the tallest in the setting. However, staff do not capitalise on the use of incidental learning opportunities and daily routines to extend children's knowledge and understanding of all aspects of mathematics. For example, by counting the cups required at snack time, the number of children lining up for outdoor play, the number of cars to be washed and how when the cloth to wash them with is cut in half they have two pieces. Children enjoy physical play and show a good awareness of space and that of others when playing among them. They show increasing skill in their use of a space hopper, computer mouse and remote control handset of a car which develops their physical control and co-ordination. They use a magnifying glass to observe and explore the properties of the play ground and look for bugs and insects under the stones. Children discuss what they see whilst out on walks which increases their knowledge of features of the local area. They learn about sound and rhythm during musical instrument sessions. Children use their imagination well; they pretend beads are cakes, place them in a cake tin, take them to the home corner to bake them in the oven and then share them with their friends. Children's interests are sustained and they are excited and motivated to learn through a wide range of meaningful activities which staff plan to cover the six areas of learning. Assessments of children's progress are thorough and the information gained is used effectively to guide planning for the children's next steps in learning. Staff are adept at differentiating the learning outcomes for activities which ensures all children are appropriately challenged and supported to make progress.

Helping children make a positive contribution

The provision is outstanding.

Children are looked after in a caring environment where their care needs are very well met. They are fully involved in the life and routines of the provision. Children are provided with a wide range of resources and activities that help develop their awareness of wider society and the needs of others. Children are introduced to the cultures of others through simple activities such as food tasting, stories and posters. Children behave extremely well; they are well supported by consistent and clear boundaries which help them to learn right from wrong. Pre-school children help draw up the rules of the provision which are displayed and act as a gentle reminder. They learn to share and take turns during daily routines and activities. Children attending the fun club learn to negotiate conflict and become sensitive and respectful in their interactions with others.

All children are integrated and included in the provision through the effective systems and procedures in place. Staff are committed to promoting an inclusive environment in which every

child matters, they seek support and advice from outside agencies, feeder schools and parents. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parent and carers is good. Parents receive and have access to excellent information about the provisions; they are given a copy of all the policies the provisions work to and a copy of the National Standards. The copy of the National Standards includes very detailed information of how management intend to ensure the criteria for the national standards will be met by staff. Children benefit from the two way sharing of information between parents and staff. Parents' wishes regarding the care they wish their children to receive is adhered to by staff. Information sought from parents on admission regarding their children's interests and stage of development is used alongside staff's observations as a baseline to start planning activities for children which supports and helps them make progress. Good settling in procedures are offered for new children; they are able to attend pre-visits with their parents and their initial hours of attendance are able to be flexible. Parents are welcomed into the setting to view, discuss and exchange information with staff regarding their child's care or progress at anytime. They are invited to attend the pre-school with their children and join in with their play. Although parents receive information of the curriculum and the areas of learning within the Foundation Stage they receive little information of the stepping stones of learning their children are working towards achieving while participating in activities. As a result parents are not able to fully support their child's progress by continuing their learning at home if they wish. The clear procedures management has in place to deal with complaints should they receive any, ensures parents will have their concerns acknowledged and responded to within the set regulatory timescales. In addition to this an Ofsted poster displayed provides information of the regulatory bodies detail should parents wish to express to them any concerns or views they have of the provisions.

Organisation

The organisation is outstanding.

Children's care is significantly enhanced by the exceptional organisation. All policies and procedures are individual to the setting, robust and fully support the expert practice of knowledgeable and skilled staff who consistently give utmost priority to protecting all children promoting their well-being and supporting all to develop their full potential.

Robust recruitment procedures ensure all adults working with children under eight are suitable to do so. Excellent induction procedures ensure all staff are aware of the policies and procedures the setting works to. Systems in place ensure the ongoing suitability of staff is confirmed; all staff are aware of their responsibilities to inform management if there is any change to their circumstances that may affect their suitability for working with children.

Staff make good use of the accommodation and organise space and resources well which maximises the play and learning opportunities for children. Staff deployment is highly effective. As a result all children are kept safe and appropriately cared for. The provision displays their certificate of registration; parents are able to see the conditions of registration the provision must adhere to. Management and staff consider it to be most important to respect confidentiality and to show sensitivity and respect toward parents and their children. They are aware the

information they are made aware of through the nature of their employment and the records they maintain of children is confidential, and are careful to ensure it is kept safe.

The quality of leadership and management of the nursery education is good. Systems in place for monitoring the nursery education provided and the quality of teaching effectively identify strengths and most areas for improvement. The management of the setting provide strong leadership and encourage all staff to be actively involved in the provision for nursery education. They work well together as a team and act as good role models for the children. Staff undertake regular in service training. Appraisals carried out on staff, enable staff's skills to be recognised and identify any areas for professional development. The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the provision were asked to extend existing resources to include positive images of disability. These have been extended to include small world figures, books and puzzles in addition to these items children cut out pictures from a catalogue and make their own posters which show various forms of disabilities. As a result children are becoming more aware of the needs of others.

At the last nursery education inspection the provision were asked to improve daily plans and the evaluation of activities to ensure the needs of all children are met and to increase the opportunities for children to access sand and water play. Daily plans of activities have been developed to include the area of learning being covered and the stepping stone of the Foundation Stage children are working towards achieving. Staff evaluate each activity after it has been presented to children to ensure the needs of all children have been met. Sand and water play is now made available to children on a daily basis.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

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):

- support children to develop their pre-reading skills by providing more opportunities for them to see written words alongside illustrations, resources and objects in the environment
- make more use of incidental learning opportunities to help and support children further develop their knowledge and understanding of all aspects of mathematics
- provide parents with information of the stepping stones of the early learning goals their children are working towards achieving while engaging in activities so they can fully support or continue their child's learning at home if they wish

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk