



Cheeky Monkeys Day Nursery

Inspection report for early years provision

Unique Reference Number	227180
Inspection date	29 January 2007
Inspector	Esther Gray
Setting Address	23 Spring Road, Edgbaston, Birmingham, West Midlands, B15 2HA
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Registered person	Joanne Southerton
Type of inspection	Integrated
Type of care	Full day 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 good. 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 Monkeys Day Nursery opened in May 2000 and operates from five rooms in a converted Victorian house, in Edgbaston, close to Birmingham city centre.

A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 7.30 until 18:00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 48 children aged from 0 to under 5 years on roll. Of these, 12 children receive funding for early education. Children come from a wide catchment area, as most of their parents travel into work to and from the city. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 15 members of staff, of these, 12 hold appropriate early years qualifications and two are working towards a qualification with one additional auxiliary staff member. The nursery receives support from a mentor teacher for curriculum advice.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted as the staff take positive steps to promote children's good health and encourage them to begin to take responsibility of meeting their own health needs. This is achieved by staff diligently attending to hygiene routines, as nappy changing takes place in accordance with children's individual needs and is not restricted by the routines of the nursery. Positive steps are taken to prevent the spread of infection and appropriate measures taken when children are ill so that health needs are met. Staff change the nappy changing mats at the first sign of a split appearing, full hygiene routines are posted around the area to remind all staff of correct procedures to adhere to. Parents are made aware of exclusion periods for infectious diseases and details of children's health needs are recorded by the nursery staff. As a result, children's health is fully safeguarded.

Children enjoy regular opportunities to experience physical activity and develop their skills. They access a range of activities such as riding, pedalling, balls skills and climbing, which enable children to develop their confidence on a wide range of equipment that provides challenge. The needs of the younger children are very well met because the setting has excellent understanding of the needs of the younger children and provides very good activities and resources to support children's physical and emotional development. Younger children are developing their independence physically and emotionally. They are active and are becoming increasingly independent, acquiring new physical skills and control over their bodies. They are learning to express their needs and are beginning to meet those needs independently. For example, they learn to dress and undress with role play resources, aprons, in indoor activities and coats and shoes as they go out to play in the fresh air.

Children are well nourished. There is a four week menu shared with parents which reflects the freshly cooked meals prepared on site each day. The cook and the owner have formulated a mixture of meals and ingredients to ensure there is a good variety of fresh fruit and vegetables on the menu. They are keen to ensure the meals are well balanced and are taking professional advice to this end. Children have good opportunities to learn about healthy eating because the setting provides children with regular drinks and food that are nutritious and complies with their dietary and religious needs. Staff promote choice by offering additional dishes at the table in which children are encouraged to try broccoli, sprouts and cabbage as a side dish, introducing a variety of flavours and textures to their diet. Children enjoy cookery activities, however, despite these planned activities, staff miss the opportunity to ensure children learn about healthy living whilst learning about the constituents of recipes such as pizza or cake making. There are no activities that encourage them to learn about a healthy diet.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and are very well cared for in premises that are safe, secure and suitable for their purpose. This is because the manager and staff ensure that the environment gives children good access to a comprehensive range of facilities that successfully promote children's development and are welcoming, with colourful displays celebrating children's achievements in all areas. Children have space to play freely, to be active, quiet and rest and sleep, for example, the rooms are organised to allow messy activities to be available at all times in all rooms. There is space for children to rest according to their individual needs on mattresses or in cots. Children always use a wide range of equipment that is suitable and safe. This is because the setting provides sufficient, suitable and safe toys and resources which are appropriate for their purpose. They are of suitable design and condition and are well maintained. Staff have a 'wish list' so they can add to the resources where gaps appear or if resources become jaded or broken and are discarded.

Children's safety is well promoted because the registered person takes positive steps to promote safety within the setting and on outings. She ensures proper precautions are taken to prevent accidents and minimise identified risks to children. Children are safe as a result of the staff's good awareness of health and safety and all reasonable steps are taken to minimise risks to children. Children play safely both indoors and out due to the high priority the staff place on ensuring all safety features are in place. Risk assessments both visual and written are conducted with check lists in place to allow the provider to check that all procedures are carried out and staff understand how to minimise risks to children. Children are learning to keep themselves safe. They begin to understand about safety both within the setting and outside, during planned and spontaneous activities. They learn about fire safety, rehearsing the emergency evacuation procedure regularly with the provider. However, children do not learn about what is dangerous and how to keep themselves safe as part of routine or planned activities, such as, in topics about food. Plans do not include an appreciation of safety in the use of cutlery or other tools. Staff are, nevertheless, very good at making routine risk assessments of each activity children enjoy, to ensure they remain safely cared for.

Children are well protected from harm because staff have a good understanding of their role in child protection. They are able to put appropriate procedures into practice, including procedures where children present with or disclose concerns and where concerns might be raised about a member of staff. Many staff have recently been attending child protection training to update their knowledge. As a result, children's safety and well-being are fully safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, independent and are developing their self-esteem. They ask questions and respond to new challenges by questioning and using their own initiative. The staff are developing a rich environment where all children learn and feel valued. Staff have a range of language skills to support children who have English as an additional language. All children have their individual needs met and are developing a good range of knowledge and skills

because there are effective plans which provide activities and play opportunities that help children achieve in all areas. However, the observations made of younger children are not being used to inform staff of what activities should be provided next to ensure their developmental needs are met effectively. Children have fun throwing themselves enthusiastically into a wide variety of imaginative and exciting activities. For example, younger children play with shaving foam, exploring the texture and consistency, adding glitter or cars, covering themselves and the staff who all have explored the properties of this and many other imaginative materials.

Children begin to distinguish right from wrong and form positive relationships. There are consistent boundaries and good adult support which helps the children to develop appropriate skills. The children enjoy circle time where they learn to take their turn. Activities are planned to enable children to be a member of a social group, to be involved with the older children for part of the day and to encourage conversation. Staff model good language and give children the opportunity and time to use their language skills. They talk to children and listen to their responses. As a result, children are happy and settled with good continuity of care with their familiar adult.

Nursery Education

The quality of teaching and learning is good. All key staff have good knowledge of the Curriculum guidance for the foundation stage. They have a solid understanding of the stepping stones and early learning goals. Planning, observation and assessment is used to ensure positive outcomes for children. The staff explain their planning and can explain how they ensure that it provides a broad range of practical activities that cover all areas of learning. Everyone is made aware of the purpose of the activity including parents. Long term planning covers all areas of learning. Long, medium and short term plans include enough detail to show the learning intention, what the activity involves, resources, staffing, grouping of children and it is evaluated as to the success of the activity and what the children have learnt. Newly appointed staff have brought a wealth of bright, new ideas to the setting which have been readily taken on board by the long-standing staff group. This has introduced a freshness and vibrancy to the environment for children. As a result, however, some further development of the medium and short term planning is being undertaken to ensure good practice from tried and trusted systems are not discarded as a result of taking on new ideas. The staff have the support of a mentor teacher and staff have indicated how they will benefit from her ongoing support to make changes to the curriculum, assessment and recording systems.

The staff provide sufficient challenge for all children including more and less able. Assessment of children's learning is recorded effectively. Assessments show what children are learning and what they need to learn next. The setting organises assessments so that they are meaningful and relevant to the child. For example, the assessment made is transferred to the weekly planning and activities are differentiated to meet the needs of individual children. They are repeated for younger children to consolidate their learning. The staff have good relationships with children and encourage them to become involved and to persevere with tasks. Methods include open-ended questions, encouraging children to try, sensitive intervention in their play, extending activities, involving all children in activities.

Children have good opportunities to develop their attitudes and dispositions that enable them to achieve in their learning. They are motivated to learn through exciting and interesting activities. They are developing their self-confidence and self-esteem and are beginning to learn right from wrong. They are developing an awareness of their own needs and those of others, and begin to understand that their actions and those of others have consequences. They form good relationships with adults and other children and are beginning to understand they are a part of their families and the setting. Children are able to become increasingly independent when dealing with their physical needs, as they help to lay the table, put on their own aprons, helped to put on and zip up their own coats, helping each other. They begin to take the initiative and to be self-sufficient within their learning by choosing activities and accessing resources for themselves. This is being further developed with the introduction of fresh ideas as a more 'free flow' system is developed. All children affirm their own presence as part of the group, and recognise their own name and record their own presence as part of the group.

Children interact and talk, negotiate with others, beginning to speak clearly and showing awareness of the listener; listen and respond with enjoyment and attention to stories, songs and rhymes; make up their stories, and extend their vocabulary exploring the meaning of sounds and words. There are some very elaborate role play scenarios with hats, costumes and spectacles being used, linking role play to information communication technology. Staff encourage those children whose first language is not English to develop their understanding of English, immersing them in a language rich environment, with many everyday items labelled and planning regular routine sessions where they can learn about letter sounds and simple words and sentence structures. Children use speech to organise and explore real and imagined experiences, ideas and feelings. Children develop their ideas in the role play area and in construction, for instance, as a block of bricks becomes 'a hammer'. They enjoy reading and writing for a purpose, organised as part of a free independent choice linking play across varied activities set out for them. For example, children move from role play areas to reading and writing opportunities throughout the day. As a result, children are developing their competencies well across the four aspects of communication, speaking, listening, reading and writing, linking them to everyday experiences in a meaningful way.

Children begin to see connections and relationships in numbers, shapes and measures. They match, sort and are using mathematical language such as, 'heavier' and 'lighter' to help them to solve problems across a wide range of practical activities, such as, stories, rhymes, games, puzzles and in their imaginative play. They begin to use number in a meaningful context and understand that numbers represent sets of objects. Children use language to compare two numbers. They are encouraged to develop an understanding of addition and subtraction through the general provision of some practical activities. They begin to relate addition and subtraction to some everyday situations, however, there are many missed opportunities to develop and consolidate this in everyday routines. For example, staff do not promote children's understanding of counting the children whilst lining up to go out to play or in having children check if they have sufficient bowls of food, plates or knives and forks on the table to match the number of children.

Children are beginning to make sense of the world around them by investigating and exploring through first-hand experiences in a very interesting stimulating environment. They have opportunities to observe, explore, question and be curious in a broad range of activities that

form the foundation of later learning in history, geography, science and technology. The plans indicate a broad spectrum of topics covered, which have equality of opportunity at the heart of every activity. As a result, many varied topics teach children about the wider environment. One very effective way this has been achieved is in the reporting back from children about the adventures of one 'Fluffy' teddy whose trips home with each child in turn are colourfully illustrated and recounted. This demonstrates the diversity of the local community as well as illustrating trips to places further away such as London. This promotes a meaningful dialogue with the children, starting with a geography and history which is relevant to their own lives and engages their parents and carers in the learning.

Children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. There are opportunities to use toys and resources to develop their physical skills in emergent writing skills and mark making. The room is organised into areas to allow the development of fine motor skills on activities such as modelling with play dough, writing and drawing as well as a free choice of construction materials which develop hand control and strength. The staff provide plenty of opportunities for physical play through well planned indoor and outdoor activities. They have been using 'Top Start' bags and these are sent home periodically to share with parents. Staff have a good working knowledge of the 'Top Start' equipment, which promotes both physical development and social and emotional development. Consequently children are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy.

Children have many opportunities to be very creative, expressing their own ideas and thoughts through art, music, dance, role play and imaginative play. They use their senses and imaginations to create their own work and to communicate their feelings. Children use a widening range of materials and tools to help them to express their creativity. The staff utilise many varied materials both natural and man made, to engage the children in their creative play. This results in some very exciting times in the nursery as children and staff enjoy each others' company and become totally immersed in the story line in the role play corner, wearing a number of hats or becoming covered in glue, paint, water, flour as they enjoy the variety of activities provided.

Helping children make a positive contribution

The provision is outstanding.

Very good arrangements are made to ensure all children are included. There are sufficient, very good resources and activities to help children learn about a diverse society through their play. Each member of staff has a role and responsibility and the staff member for promoting equality of opportunity has been very proactive in sharing and cascading her knowledge to all staff in the nursery to promote equality of opportunity and to teach all children about the diverse community in which they live. Some staff speak a number of different languages themselves and they use this to communicate with children, whose first language is not English. They surround the children with a language rich environment with clear labelling across the nursery. Staff bring their own experience, knowledge of culture, religion, gender and disability to share with children. This includes resources such as clothes for role play and cookery activities, to talk about different food from various cultural groups, as they celebrate many festivals. As a

result, children benefit from activities and resources that help them to develop an understanding of diversity and learn about their local community. Children are becoming aware of their own needs and respect the needs of others. They make choices and decisions about their care and play activities which develops their self-confidence, self-esteem and helps them develop a sense of belonging. Play resources are organised in a manner which helps to promote children's free choice. Children who are less and more able are able to play alongside one another freely. Resources are sufficient in quantity and easily accessible on low-level shelving for all children. All children are valued as individuals which actively promotes inclusion.

Children's spiritual, moral, social and cultural development is fostered. Staff have a sound understanding of the Foundation Stage. They clearly explain how they support children's learning through a wide range of play experiences. Children are welcomed and are given sufficient time to settle into the setting so they feel a sense of belonging. They benefit from a calm and supportive approach and learn right from wrong through careful explanation and consistency. All staff use positive praise to encourage all children, all the time, to do well and behave well. Staff are heard constantly reinforcing good behaviour with 'good boy' or 'well done'. They sit young children down for an age appropriate amount of time to remind them that something is unacceptable with good explanations and a calm voice and approach. This constant praise and support helps them start to develop self-esteem. Children are encouraged to play together, take turns and share. They are involved in what is going on around them and gain self-confidence.

Partnership with parents is outstanding. Very good, liaison with parents ensures children are very well cared for. Children are developing good consistent bonds and relationships with adults and other children in a setting where staff work very closely with parents and carers to meet individual children's needs and ensure they are fully included in the life of the setting. The exchange of information is very effective. For example, parents are provided with: prospectus, newsletters, access to policies and procedures, information about children's activities, access to children's records, involvement in children's learning, opportunities to meet with staff to discuss children's progress, attractive notice boards with up-to-date information, diaries which are well used between staff and parents, sheets of information advising parents how well their child ate or successes of the day. They talk through difficulties of managing children's sleep patterns and share a teddy who goes home for the weekend completing a diary of his adventures to share with children in the pre-school on his return. As a result of this excellent communication and solid partnership children's individual needs are well met because adults work well and closely with parents and carers to develop close partnerships so that all children achieve their full potential.

Organisation

The organisation is good.

The management and organisation of the setting is pro-active in ensuring the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. Children are well cared for in a setting where the staff are committed to continue to update their skills and knowledge by attending training having a clear sense of purpose and a commitment to continual improvement. Staff caring for

the younger children have all recently been undertaking training in the 'Birth to three matters' framework. This framework underpins the care of younger children to ensure they develop to their full potential. Children are protected from harm as the staff are aware of the importance of ensuring that all unvetted visitors are suitable and are not left unattended with children in the setting or whilst on outings.

The leadership and management of the setting is good. The leadership and management of nursery education sufficiently monitor and develop the provision to ensure that children make good progress towards the early learning goals. Children are developing positive attitudes and dispositions towards their learning. All children are supported appropriately to achieve their potential by knowing their starting points and working with parents and carers to support this progress.

Children benefit from effective organisation of the setting. It ensures that children's health and safety and well-being are met. The staff make best use of the time, space and resources, to ensure children have a stimulating day and are cared for very well. However some reorganisation of the space within the pre-school room is still under review as changes to the programme of the routines and how resources are being used impacts on the effective use of the space. Children are well cared for in a setting where there are suitably qualified staff to meet the needs of all children. All policies and procedures protect children sufficiently and are effectively implemented to promote all the outcomes for children. Overall children's needs are met

Improvements since the last inspection

At the last inspection the provider agreed to ensure staff who have a designated responsibility are clear about their role, ensure that positive steps are taken to promote safety in the setting and proper precautions are taken to prevent accidents and ensure good hygiene practices are promoted during children's daily routines.

Each member of staff now has a designated role and responsibility including student nursery nurses, which encourages a sense of ownership of projects to promote for example, health and safety within the nursery. As a result proper precautions are taken to prevent accidents, staff promote the children's understanding of the importance of hygiene routines and procedures have been updated. This means children's health and safety is fully safeguarded.

At the last inspection the provider was also required to ensure that the child protection policy is based on the local authority procedures and that all staff are able to put the procedures into practice. This has been updated and staff have undertaken training and they are now able to fully safeguard children in line with local authority procedures.

At the last inspection the provider agreed to improve Nursery Education by evaluating planning, teaching methods and children's developmental assessments, to ensure information gained is used to help staff plan for the next steps of learning for all children. This was particularly referenced to personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world, to increase the opportunities for all children to further develop and maximise their personal independence. The focus was also to

consider problem solving through daily routines and for children to show interest in books, how text and illustrations work, learn appropriate language, such as, front cover, author and page and to also increase the range of everyday technology and programmable resources to support children's learning in knowledge and understanding of the world.

The staff have reviewed the planning and evaluated their teaching methods and how they make assessments with the aid of the mentor teacher, and the planning of the next steps of children's learning now informs further plans. Further refinement and evaluation is ongoing with fresh ideas provoking self-evaluation as the setting works towards a silver award in the quality assurance scheme. The registered person has also invested in further resources to support this improvement, for example, in providing more programmable toys and resources. As a result children's progress through the stepping stones is much improved.

Complaints since the last inspection

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.

Since the last inspection 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 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 good. 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 MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider ways of recording children's progress to plan the next steps for their development through play

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):

- continue to develop the planning and organisation of routines and rooms to ensure assessment and planning reflects the individual needs of children and their starting points and promotes children's independence and social skills.

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