



## **Cheeky Monkeys**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY340191
<b>Inspection date</b>	22 January 2007
<b>Inspector</b>	Rasmik Parmar
<b>Setting Address</b>	28 Newlands View, HALIFAX, West Yorkshire, HX3 7HT
<b>Telephone number</b>	01422 205583
<b>E-mail</b>	bev@cheekymonkeysnurseries.co.uk
<b>Registered person</b>	Children's Corner (Northowram) Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 is one of two nurseries run by Children's Corner (Northowram) Limited. The present owners took over the nursery in September 2006. It operates from five rooms on the ground and first floor of a large residential property in Northowram, Halifax. The nursery serves the neighbouring urban communities.

There are currently 50 children roll. Of these, 10 children receive funding for early education. The nursery currently supports children who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07.30 until 18.00.

There are 13 members of staff who work with the children, six of whom have an early years qualification to level 3 and five members are qualified to level 2.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children have a good awareness of personal hygiene because they are encouraged by staff to follow effective standards of hygiene; they wash their hands independently before eating and after using the toilet, and they use liquid soap and paper towels to dry their hands. However, there is little privacy for the older children when using the bathroom. Older children brush their teeth after lunch to promote oral hygiene and the toothbrushes are sterilised once a week to maintain a good standard of hygiene. However, arrangements for older children to brush their teeth are not entirely effective. Children remain healthy because the staff team follow good hygiene routines within the separate playrooms, to prevent the spread of infection, such as wiping the nappy changing units with disinfectant spray after use.

The welfare and well-being of children is closely protected through the proper maintenance of the required documentation to monitor their health and through policies which promote their well-being. An effective policy on sickness ensures that children who are contagious do not attend. This helps to prevent the spread of infection and acts in the best interest of all children. The welfare of children is maintained due to a significant number of staff holding current first aid certificates so that they are suitably qualified to deal to with incidents.

Children receive good nutritious meals and snacks throughout the day; these are varied and promote good health. In particular, care is taken to ensure that most fruits and vegetables are organic so that children receive the highest nutrition from the foods. Meals are prepared and cooked in the kitchen by the cook and during the afternoon snack children eat healthy snacks, for example cheese sandwiches on white and brown bread, together with organic bananas.

Children are provided with good access to fresh drinking water as each child has a colour coded beaker with their name on. Hence, children develop independence and confidence by recognising that they are thirsty and actually moving forward to drink the water.

Children are encouraged to be active through regular exercise indoors and outside on physical play equipment. These include a climbing frame, sit and ride cars, balls and a range of other equipment, which promote strength, stamina and hand and eye coordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enjoy a wide range of stimulating activities in a safe environment. They use furniture and equipment that is safe and suitable for its purpose. Space is used well to promote children's independence and to promote their all round development. Age appropriate resources are freely available in the different playrooms and children are able to choose activities which are kept at their height.

Effective risk assessments are carried out for all areas of play for the benefit of children. The staff team are vigilant through out the day and carry out safety checks to ensure continued

safety for all children. All visitors sign the book when they arrive and depart as part of the security procedures and they are not left alone with children. All resources and equipment conforms to safety standards as part of maintaining a good level of safety for children.

Children are protected from harm through the staff team who are aware about the potential signs and symptoms and are familiar with the reporting procedures. However, up to date information on the Local Safeguarding Children Board guidelines is not currently available.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children make good progress in all areas of development as knowledgeable staff plan activities and experiences that keep children interested and motivated.

Children are well settled, happy and secure as they enthusiastically undertake a wide range of stimulating activities. They are confident and curious in their surroundings, establishing good relationships with staff and children alike. Children make choices about their play, selecting resources to undertake tasks from the varied and interesting range available. Children demonstrate good independent skills and successfully plan their own time, making decisions about what to do. They move in between various activities and use their imagination to pretend play.

Children are encouraged and supported to extend and try out new skills, such as using the computer. Children receive good levels of support from staff who use observations and their knowledge of the children to build on what they can do to extend activities at the child's own pace.

### **Nursery Education**

The quality of teaching and learning is good. The staff team have an effective knowledge of the Foundation Stage in order to ensure that children progress well in all areas of development. Children are interested and motivated to learn through well planned activities which extend them.

They use their imagination during role play activities such as playing in the home corner or dressing up. Children show good concentration skills and have access to materials, such as Lego and connecting hoops to construct simple and complex models. They use their imagination and curiosity, using a variety of craft materials, for junk modelling box. Children are confident speakers and listen intently to each other. During a puppet show they expressed their excitement as they watched the story unveil. The staff listen to children with interest, offering support and suggestions to enhance their experiences.

Children are very confident and engage well with each other and welcome visitors. They play well together and alone to enthusiastically progress their ideas. Children take turns and share, learning how to manage their own behaviour and have respect for others.

They enjoy learning about the wider society by celebrating local cultural festivals such as Diwali and the Chinese New Year, tasting foods and learning about dress and language. Children are introduced to number and problem solving through simple counting and matching of dominoes or sorting shapes.

Children's progress is effectively monitored by regular observations in order to identify their progress and have achievable goals to extend their learning. The staff team demonstrate a secure knowledge of the early learning goals and use this to plan a broad based curriculum to include all areas of learning. They effectively use open ended questions to extend children's language, develop their thinking and value what they say using positive responses.

### **Helping children make a positive contribution**

The provision is good.

Children show good self-esteem, confidently ask questions and actively make choices. Children are warmly welcomed by sensitive staff who value their individuality. They receive praise and encouragement for achievement and attempts, such as praising children for producing artwork or making shapes with play dough. Meaningful activities and resources help children become aware of similarities and differences, which in turn increases their understanding of the wider world.

Children with special educational needs are welcomed into the provision and systems are in place to ensure the children are cared for according to their needs. Positive images of the differences which exist in people are displayed in the playrooms.

Children understand clear and consistent boundaries, demonstrating care and respect for each other. They share, negotiate and take turns when playing games and using equipment.

Partnership with parents and carers is good. The staff team work consistently to ensure information is verbally exchanged on a daily basis to keep parents well informed about what the children are doing. Parents confidently approach staff and demonstrate a good level of satisfaction with the setting. The children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is good.

Children are settled and relaxed in a well organised environment, so that that they grow in confidence to promote their own learning. The person-in-charge ensures that appropriate procedures are in place to ensure that all staff are suitable to work with the children. Most are very well deployed, each knowing their roles and responsibilities, so that that the children's daily routines are well-organised and their needs are met. Records, policies and procedures relating to the children's daily welfare are well maintained, and shared with parents effectively. Overall the provision meets the needs of the range of the children for whom it provides.

Leadership and management of the provision is good. The proprietor takes care to ensure that staff providing the Foundation Stage have a good knowledge and understanding of effective

planning and assessment of children, so they make good progress towards the early learning goals. The proprietor is committed to ensuring that the members of staff have access to good quality training so that in turn children at the nursery will benefit.

Children play in safety in a warm, welcoming environment in which resources are arranged invitingly so that children are well stimulated and become highly involved in the activities provided.

Children's welfare is promoted well through good record keeping. For example, the records, policies and procedures which are required for the efficient and safe management of the setting are well maintained. All relevant documentation is shared effectively with parents so that children benefit from a good working relationship between staff and their parents. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **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):

- improve privacy for the toileting of children
- improve arrangements for brushing teeth
- update procedures on protection of children to include the most recent information on the Local Safeguarding Children Board guidelines.

### **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):

- further develop staff knowledge in the early learning goals and use this to inform planning, and ensure children's progress is fully promoted across all areas of learning.

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](http://www.ofsted.gov.uk)