

Cheeky Monkeys

Inspection report for early years provision

Unique Reference Number	EY259428
Inspection date	17 May 2007
Inspector	Karen Ann Byfleet
Setting Address	Long Lane, Chapel-en-le-Frith, High Peak, Derbyshire, SK23 0TQ
Telephone number	01298 811731
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Registered person	Cheeky Monkeys Day Nursery (Chapel) Ltd
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 (Chapel) Ltd opened in 2003. The provision operates from a purpose built building attached to Chapel en le Frith High School in Derbyshire. It accepts children from the surrounding areas.

There are currently 108 children on roll. This includes 22 children in receipt of funded education. The setting supports children with physical disabilities and, or learning difficulties.

The nursery is open five days per week all year round. Sessions are from 08.00 to 18.00.

There are 13 staff and two relief staff who work with the children. 11 members of staff have childcare qualifications and two members of staff are working towards childcare qualifications.

The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is adequately maintained. They are encouraged to be independent, washing their hands after using the toilet and before snacks and meals. Older children are beginning to develop an understanding of their personal hygiene. For example, staff talk to them about having germs on their hands after playing and using the toilet and why they need to wash their hands. In the baby and toddler areas, effective hygiene procedures are followed by the staff when changing nappies. They wear protective clothing, ensure the changing mat is cleaned after each use and dispose of dirty nappies appropriately. However, children's health is compromised as staff do not wipe children's noses or encourage them to do it for themselves and they do not always follow hygiene procedures with regard to washing their hands after wiping children's noses, compromising children's health. All relevant documentation is in place with regard to the children's health and welfare. Staff hold relevant first aid certificates and ensure accident and medication records are well maintained and kept confidential. Written parental permission for staff to administer any medication is consistently obtained to ensure consistent care and all medication is appropriately labelled and stored in the fridge or high lockable cupboard within the kitchen area.

Children enjoy a healthy and varied diet. Staff plan and provide nutritious snacks and meals which are cooked on site by staff who hold relevant food hygiene certificates. Staff obtain all information about children's food preferences and dietary needs from parents when they start attending the setting. Babies' foods are provided by the setting once they are weaned onto solids, although parents can still provide their own if they wish. These are stored and re-heated appropriately. Babies are fed according to their needs and not as part of the daily routine, ensuring their individual needs are met. Children are also provided with a good variety of healthy, nutritious snacks, such as fresh fruit, toast and cheese and crackers. Regular drinks of fresh water are offered with all snacks and meals and throughout the day at children's requests. Children in the pre- school room are able to help themselves to drinks of fresh water.

Children enjoy and participate in an acceptable range of physical activities which help to enhance their development. They have daily access to the hard surface outdoor play area, where they play ball games and use a suitable range of large equipment for climbing and balancing. Indoors the children enjoy music and movement sessions where they move in a variety ways to different music. For example, when playing musical chairs the children decide the different ways of moving such as walking backwards, jumping and hopping. Their use of small tools such as, scissors, writing implements and paintbrushes, enhances children's small motor development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a safe, secure environment which is both warm and welcoming to children and their parents. Space is well organised and enables children to move around in comfort and safety as they are grouped appropriately and are supervised by the well deployed staff. Children are beginning to develop an awareness of safety as they regularly practise the setting's emergency evacuation procedure and staff follow the setting's policy for ensuring the premises are assessed daily for any significant risks. However, fire drills are not always recorded. A cleaning rota is in place for all toys although not all resources are included in this. For example, some of the carpets, where babies and toddlers are crawling around and the nappy

changing mats are not always clean, therefore compromising children's health and safety. All relevant documentation is in place with regard to safety and staff have a good awareness of these. For example, a secure procedure for maintaining children's safety as they are only allowed to leave with a known adult. Good security of the premises ensures staff are alerted to visitors by the door bell and all visitors are requested to sign in and out of the premises enabling staff to effectively monitor who is in the building at any one time.

Management and staff have a very good understanding of child protection. They have attended training in this area and have a good understanding of the procedures to follow if they have any concerns about children's welfare. The setting have updated their child protection policy to include a procedure for any allegations that may be made against staff. The manager is the designated child protection liaison officer for the setting and is fully aware of the Local Safeguarding Children's Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children form positive relationships with their peers and the staff caring for them. They are happy and content within the environment. Children and babies enjoy exploring and investigating. Staff have attended training in the 'Birth to three matters' framework and plan a good range of stimulating and exciting activities which contribute to the progress and development of babies and children under three years. Development records are maintained through the effective key worker system which is in place and they share all children's progress with parents. Staff also complete daily diaries for the babies which are shared with parents. Babies are provided with a good range of toys which staff exchange regularly in order to maintain their interest and keep them stimulated. For example, exploratory toys such as posting boxes and stacking blocks. Staff constantly talk to babies and toddlers, encouraging their language development and social skills.

Nursery Education

The quality of teaching and learning of funded education is good. Children are making good progress towards the early learning goals as they engage in a wide range of worthwhile activities which are well planned by the staff. Observations made by the staff of children's learning enables them to plan activities which engage children in suitable challenges and help them progress through the stepping stones. However, differentiation is not highlighted on the planning, enabling staff to identify and adapt activities to suit individual children. Staff constantly talk to the children and engage in their play, asking appropriate questions in order to extend their understanding and develop their language skills. Through group and circle time, children are able to name the days of the week, date and season. A variety of role play situations provide children with opportunities to learn about everyday situations and experiences. For example, they have shops, cafés and hospitals and use a range of resources such as appointment books, menus and writing pads to extend their learning and use of writing for a purpose. Children enjoy the comfortable book area where they are able to self-select from a good range of story, picture and reference books. They enjoy looking at the books alone and in groups at story times.

Through a variety of planned and free activities, children use and are beginning to understand a range of mathematical concepts, such as, weighing out ingredients for a baking activity. They count with growing confidence and enjoy activities which enable them to match, compare and sort. Children enjoy baking activities where they are able to smell and touch ingredients such

as lemons and vanilla essence and taste the end results, lemon cake. During this activity staff ask appropriate questions, such as 'who knows where lemons come from?' and children answer with enthusiasm, 'from the shop'. Staff agree that they buy them from the shop but explain to the children where and how lemons grow. Children are beginning to develop knowledge of the wider world as they explore nature through planting their own seeds and flowers, talking about nature. For example, they have been watching the development of tadpoles and they participate in activities which explore different cultures such as puzzles which show images of people from around the world. Creative and physical development is promoted well. Children enjoy a full and varied programme of activities as they independently access drawing, painting and modelling activities. They are confident in their use of small tools such as scissors and use a good range of tools for mark making, joining and fixing. However opportunities for children to explore and develop their understanding of information technology is limited.

Helping children make a positive contribution

The provision is good.

Staff treat all children within the setting with equal concern. The children have access to a good range of age-appropriate toys and resources which they are able to self-select, developing their independence and promoting free choice. Through role play situations, small world toys and visits into the local area, children are learning about their own community. Their knowledge and understanding of the wider world is developing well. They engage in topics which promote various worldwide celebrations and have access to resources, such as books and puzzles, which promote positive images of diversity. Children are well behaved. They share and take turns and their understanding of others and their feelings is well promoted as staff talk to the children about their actions which may cause upset to others, using reasoning and explanation. The setting has sound systems in place and supports children with physical and/or learning disabilities. A designated staff member is in place who has undertaken extensive training and works closely with parents and other outside agencies to ensure appropriate and consistent care is provided and that all children are fully included within the setting.

Partnership with parents and carers is good. Parents are given settling-in periods to ensure they are happy with the provision and these are individual for each child and parent. Daily diaries are completed by staff in the baby and toddler areas and provide information for parents on sleep times, food intakes, nappy changes and activities the babies and toddlers have enjoyed participating in. Verbal exchange of information is conducted with the older children's parents at the end of each session. Staff complete development records in all areas and these are available for parents to access at their request. A written complaints policy and procedure is in place and is shared with parents.

Children's spiritual, moral, social and cultural development is fostered. Staff respect individuals and treat all children with equal concern. The children are well behaved and respond positively to the consistent expectations of the staff. They are confident, happy and settled within the provision, having a sense of belonging. Children show respect for others as they listen with interest to what others have to say and in group situations they share and take turns. Through visits into the local community and topics planned around world celebrations, children are developing an awareness of different cultures and beliefs.

Organisation

The organisation is good.

Children are relaxed and happy within the organised environment. Staff are fully aware of the setting's policies and procedures, although not all are followed consistently around hygiene. All relevant documentation is in place and kept confidential. There is a sound recruitment policy in place which ensures all staff who are employed are vetted for their suitability in working with babies and young children. Staff are not left alone with children until all checks have been cleared. Most staff are qualified to Level 3 and others are working towards this. Annual appraisals are held for each staff member which enables them and management to highlight their skills and to discuss any further training they may benefit from. This ensures their knowledge and understanding of childcare practice is kept up to date.

The leadership and management of nursery education is good. The owners of the setting are pro-active in acknowledging areas for improvement and are working closely with staff to ensure this continues to develop. Regular staff meetings allow management and staff to discuss their ideas and suggestions to ensure consistency of care and practice is maintained. The manager operates an 'open door' policy, which allows parents time to discuss any concerns they may have at a time convenient to them. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The setting has made good progress to improvements since the last inspection. All accident and medication records contain the full names of children, staff dealing with accident or administration of any medication and they contain parental signatures. All incidents are recorded in line with the settings policy and procedure, ensuring documentation is well maintained. The management of the setting has been pro-active in ensuring the child protection policy and procedures have been reviewed and contain detailed procedures for dealing with any allegations made against staff. Helping to protect the welfare of both the children and the staff within the setting.

Complaints since the last inspection

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 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.

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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):

- ensure all equipment and resources are kept clean and well maintained and that fire drills are recorded
- ensure all staff fully understand the procedures with regard to maintaining good hygiene for the children

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):

- develop planning to highlight differentiation of children's abilities and how this will be addressed
- provide more regular opportunities for children to access and develop their skills in using technology

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