

# Little Cheeky Monkeys 2006 Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY347664
<b>Inspection date</b>	17 April 2008
<b>Inspector</b>	Janet, Elizabeth Singleton
<b>Setting Address</b>	Great Harwood Lodge, Edward Street, Great Harwood, BLACKBURN, BB6 7JB
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<b>Registered person</b>	Little Cheeky Monkeys 2006 Ltd
<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?

Little Cheeky Monkeys 2006 Ltd children's nursery became re-registered using a new name in the early summer of 2007. The setting has been open since February 2003 and moved to the present site in November 2005. The nursery is privately owned and operates from Great Harwood Lodge with the ground floor accommodating children aged from birth to three years and the first floor for pre-school children. The nursery is situated in the centre of Great Harwood, close to the M65 motorway. A maximum of 60 children may attend at any one time. The nursery is open from 07.30 until 18.00, Monday to Friday throughout the year. All children share access to the secure outdoor areas.

There are currently 102 children aged from birth to under eight years on roll. Of these, 46 children receive funding for early education. The nursery supports children who have learning difficulties or disabilities. The setting receives support from the local authority Sure Start development team.

The nursery employs 14 staff, all of whom are qualified. The owner employs a qualified and experienced manager to head the child care staff team.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children remain healthy because the staff follow sound hygiene practices, for example, tables are wiped before and after meals and toys are kept clean. There are cleaning rotas in place. Children are encouraged to care for their personal needs in the bathroom. They discuss germs and take part in topics that assist them in learning about their personal hygiene. Some children were seen to have running noses and although staff do wipe the children's noses, they are not vigilant enough to maintain the cleanliness of the younger children. All the required documentation to maintain the health of children is in place, completed accurately and up-to-date.

The children's dietary needs and individual requirements are recorded and alternatives provided for those children who require it. They were seen to enjoy a selection of fresh fruit or vegetables for snack, for example cucumber and tomatoes, at the time of the inspection. Meals are home made and cooked on the premises by the cook. The snack time for the babies does not encourage the promotion of their independence and allow them sufficient control over making their own choices.

Children develop their physical skills as they ride and control wheeled toys when playing outdoors. They run, stop, start and change direction, showing increasing control as they climb up and over on the large climbing frame. They develop their fine motor skills as they make jigsaws and use glue sticks, scissors, pens and pencils, showing good control and dexterity.

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

The provision is good.

The children play and learn in a safe, bright and welcoming environment. They observe their own work which is attractively displayed and they delight in playing in their own base room, making good choices from the areas of continuous provision and wide range of quality resources. They make choices from role play, dressing up, books, construction and messy resources, all of which are easily accessible to them.

There are comprehensive health and safety procedures in place, including rotas for cleaning, which ensure children are cared for in clean and safe play areas. All the required safety features are in place and the outdoor area is secured and with a safety surface to further maintain the safety of the children. There are comprehensive risk assessments covering all areas of the nursery and these are regularly reviewed.

Children's welfare is safeguarded because the staff fully understand their role in child protection, have a good understanding of the signs and symptoms of abuse and are able to put appropriate procedures into practice when necessary, based on national and local guidance.

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

The provision is good.

Children enjoy and achieve because staff plan a range of good activities appropriate for each age range, taking into account children's individual needs. The younger children benefit from the good use of the 'Birth to three' matters programme. They play within their own base room,

delighting in exploring the treasure baskets and handling the metal objects, the soft balls and the wooden objects. They bang them together, feel them and explore the properties of the materials as they make connections in their learning. The toddlers sit and listen to the story, play with the small world resources and use their imagination in the role play as they carry dolls around, put them to bed and show their babies to the staff. The children benefit from quality interaction from staff as they sit with, talk to and encourage them in their play.

## Nursery education

The quality of teaching and learning is good. Children enjoy a well planned curriculum and environment covering all areas of learning and enabling children to make informed choices about their play. Staff have a good understanding of the Foundation Stage and the early learning goals. They find out about children's starting points from parents and from the other groups within the nursery. They have folders of work which transfer with the child to each area of the nursery ensuring individual needs are identified. They plan for children's individual learning needs and use the well structured observations effectively to inform future planning. Interaction is very positive and staff use open-ended questioning successfully, for example, 'what do you think might happen next?' therefore encouraging children to think about what they are doing. Staff readily praise children, building their self-esteem and confidence as they tell them they have been good or tried really hard.

Children are very interested and motivated as they readily enter the setting and seek out activities to take part in. They are highly occupied as they move through the setting choosing from good quality activities and enhancing their own play. They are very confident in attending to their personal needs and can manage their own fastenings as they becoming increasingly independent. They chatter as they play and involve both staff and children in their discussions, asking who, why and what questions. They delight in writing as they access the mark making table and confidently ascribe meaning to marks, with some children able to write their own name. They access the book corner and understand books are read left to right and stories have a beginning, middle and an end. They are confident when counting, with some children counting to 13 and above. They observe numbers and letters as labels as they play and access the labelled equipment and resources.

Children delight in exploring messy materials as they poke, push and change the shape of the play dough. They are very competent when using the computer, using the drawing programmes and changing the size and shape of text and drawing boxes on screen, demonstrating extremely good control of the mouse. They use their imagination in the very well resourced role play area. They make a train and dress up to go on a picnic to Blackpool, laughing and giggling with staff and children as they plan their journey, decide which tram to take and which stop to get off at. Overall children make good progress towards the early learning goals considering their starting points.

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

The provision is good.

Children are valued and welcomed into the setting because staff value and respect their families. They are able to engage fully in all purposeful activities because staff ensure all have an equal opportunity to take part by having a participation list and by planning for activities to take place on different days. Although there are resources which reflect diversity, these are not available to children on a daily basis to assist them in learning about the differences of people as they play.

Children learn to manage their behaviour, which is good, because staff use positive strategies and act as good role models, encouraging children by the effective use of praise. They discuss the behaviour with the child and support children by being enthusiastic when children succeed, for example, 'well done, that's excellent', which enables children to develop their self-esteem and feelings of self-worth. They delight in having stars for good behaviour and work to achieve the reward for the most stars gained each month.

Partnership with parents and carers is good, this being effective and contributing to the well-being of the children. The staff share good quality information, warmly welcome parents into the nursery and encourage parents to participate in the nursery by taking home the soft teddy bear 'Ruby' and the accompanying diary. Parents can view their child's folders, are informed of their child's key worker and are welcome to discuss any issues regarding their child. There are noticeboards, a newsletter and a daily communication sheet for all parents that inform them of topics, activities and meals provided for their child. In discussion, all parents were aware of the folders and felt confident about coming into the nursery to speak with staff. Parents were very happy with the care their child receives whilst at the nursery.

The children learn about the community and other cultures as they engage in good activities which promote their understanding. They enjoy playing together and learn to share as they wait their turn to climb on the slide or play on the computer. They learn about the world as they take part in and enjoy celebrating festivals from their own and other cultures. This positive approach fosters children's spiritual, moral, social and cultural development.

### **Organisation**

The organisation is good.

The staff make good use of time, space and resources, which allows children to make choices and organise their own play. The required ratios are maintained and training qualifications are met to support children's learning. The records, policies and procedures required to maintain the safe management of the setting are in place, well maintained and up-to-date. Meetings are held to discuss the setting's provision for children and to monitor children's progress in order to inform future planning. There are robust procedures in place for the recruitment and vetting of all staff.

The leadership and management are good. The managers are committed to meeting the individual needs of the children. They are aware of the strengths and weaknesses of the setting and encourage training for all staff to improve their skills and, therefore, the care and education of the children. Staff are fully aware of their individual roles and work well together as a team, supporting each other and communicating effectively to ensure the individual needs of the children are met.

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**

Since registration 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**

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):

- ensure younger children are assisted and encouraged to keep their own noses clean in order to limit cross-contamination
- develop the snack time within the baby unit to encourage independence.

#### **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):

- ensure children can access resources which reflect diversity on a daily basis (also applies to care).

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)