

Cheeky Monkey's Pre school

Inspection report for early years provision

Unique Reference Number	EY361198
Inspection date	18 June 2008
Inspector	Patricia Bowler
Setting Address	Coalville Adult School Hall, Bridge Road, Coalville, Leicestershire, LE67 3PW
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Type of inspection	Integrated
Type of care	Sessional 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Cheeky Monkey's Pre-School was registered in 2007. It is run by a private partnership and operates from the Adult School Hall in Coalville. The group has the use of the hall, kitchen and associated facilities. The group is registered for 26 children aged from two to five years and opens from 09.15 until 12.15 during term time only.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from infection through consistent daily routines. These are effectively implemented by staff who have an underpinning knowledge of health and hygiene issues, maintained through clear policies to support children's health. All areas are clean and well maintained to prevent the risk of cross-infection using anti bacterial solutions on all surfaces. Children become increasingly independent in their personal care as they use the facilities and

talk knowledgably about hand washing to remove germs. They use antibacterial soap and disposable hand towels which they know to place in the covered bin after use.

Parents are informed about health issues, sickness and accidents through good recording systems, and regularly updated information ensures they can be contacted in an emergency. Children's specific health issues are effectively supported through regular liaison with parents and consistent monitoring by staff. Staff are trained in first aid and a fully stocked first aid kit ensures children receive appropriate care in the event of any accidents.

A positive attitude to exercise provides children with opportunities to play outside and take part in physical activities. A free flow system during dry weather allows children to experience indoor and outdoor play. They enjoy organised games outside as they pretend to be different animals, interpreting how these move. A child suggests they be giraffes. When asked how they walk he replies 'with their long necks' and lifts his chin upwards. Children laugh gleefully as they walk with chins held high. They eagerly participate in indoor activities including acting out a story and taking part in an obstacle course. They crawl under a bridge, weave carefully between two cones holding an 'egg and spoon' and balance a beanbag on their heads before jumping or hopping into a hoop which they then lift over their heads. Children are sensitively supported as they gain confidence to join in and a child proudly informs a carer on collection that he has done so for the first time today.

Children enjoy various foods at snack time and the menu is clearly displayed in the entrance area. They decide when to have their snack at the snack bar, placing their name/photograph card in a box to denote this. Independence is successfully encouraged as they help themselves to a plate and cup, pour their own drink and use spoons to increase dexterity as they place an amount of herb dip on their plate to eat with pita bread. Fresh and dried fruit are available to provide children with healthy food options and clear information from parents ensures any specific dietary needs are met to maintain children's health.

Water is available in individually labelled bottles which children access as they require. They access these after physical play, recognising their own thirst needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

A comprehensive risk assessment and diligent routines minimise any potential hazards and provide children with a safe and secure environment in which to play. Newly purchased gates erected across the drive and a portable barrier to prevent access to the car parking area enable children to play safely outdoors.

Good systems for arrival and departure ensure the safe transfer of care. Parents sign their children in and out of the setting including the time of arrival and collection. A further register is taken by staff to ensure each child's attendance is clearly recorded. Parents are required to inform staff if other persons are collecting children and this information is clearly documented with parental signatures. A password system operates to further enhance children's safety. Diligent procedures ensure children are not at risk from visitors to the setting. Signed visitor records and identification documents are checked on arrival. Telephone confirmation with organisations of those having direct contact with children ensure their authenticity to further protect children. Attention is given to the structure and presentation of activities prior to children's arrival to ensure they can move freely and independently as they choose to play both indoors and outside.

Children use good quality equipment which is systematically checked to ensure it is safe for purpose and is developmentally appropriate. Additional resources are stored in low-level drawer units at some activities to enable children to freely access these as they require.

Children are encouraged in their understanding of how to keep themselves safe. They remind each other about taking care as they play with sand 'so it doesn't get in our eyes'. They take part in regular emergency evacuation practises and walk carefully to meet at the designated meeting point. Clear arrangements are established if they are unable to return to the premises so that children can be cared for safely until collected by parents.

Staff have a sound understanding of child protection issues, including the referral process which is detailed in the written policy. Comprehensive and clear procedures are shared with parents to ensure they are fully informed about staff roles and responsibilities to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children's progress is planned with age-appropriate activities in line with the 'Birth to three matters' framework and the Foundation Stage. Children benefit from close and caring relationships with staff to increase their sense of trust and self-worth. They develop positive interaction with peers as they acquire skills to negotiate and take turns as they play. Sometimes there is insufficient recognition and provision for children's differing age-appropriate abilities. This is evident in whole group activities when younger children are not sufficiently involved and alternatives are not provided. For example, at registration and story time children often leave the group, running around and causing a distraction for the rest of the children.

Nursery Education

The quality of teaching and learning is satisfactory. Children are greeted warmly by staff and engage in a range of varied activities in a warm and welcoming environment. Although these are set up prior to children's arrival some activities, for example the sand tray is not sufficiently resourced with equipment such as spades, scoops and containers to provide for all children's play opportunities. There are also times when the number of children at some activities is too many which can hinder their opportunity for meaningful and purposeful play. Children's behaviour is managed very well as staff skilfully implement a positive behaviour policy giving regard to children's age and developmental stages to create a generally harmonious environment. A range of satisfactory teaching methods are used to promote children's learning and development but are not always effective to provide sufficient challenge for older and more able children to provoke their thoughts and extend their learning opportunities. Satisfactory assessments support children's development and evolving systems ensure the information gained is used appropriately to guide the planning. Staff implement diligent monitoring procedures to evaluate activities to maintain a continuous monitoring and improvement record.

Table and floor activities are attractively presented and children make active choices about their play on arrival. They separate from parents and carers, some with sensitive support from staff, and settle quickly into their play. They come together as a whole group shortly into the session and children are greeted individually either replying or acknowledging with a wave or gesture. A soft toy monkey used as a focal point 'waves', encouraging younger and quieter children to respond.

Personal, social and emotional development is a strong element. Children are very determined in their personal care and enthusiastic as they make active choices about their play. They develop confidence and independence as they enjoy a free flow system with indoor and outdoor activities. Effective intervention from staff enables them to negotiate and become sensitive and respectful in their interaction with others. They are sensitively supported in gaining good levels of self-control and an awareness of right and wrong in line with their stage of development. Children listen intently to reasons and explanations when an incident involving toys brought from home results in a dispute over sharing. The child is supported in placing the toys in his basket until home time and children return happily to engage in organised play.

A younger child plays alone at the car mat observing ongoing play around him. He is joined by a staff member and another child and sensitive interaction encourages him to talk about the vehicles and their path around the mat. The other child joins in and both continue at this activity as the staff member leaves. Children enjoy impromptu stories in small groups at the very well-resourced quiet area. A good range of books develop their enthusiasm and a child 'reads' out aloud as she tells a story to two other children. Whole group stories and activities are less successful due to the difference in age and concentration levels. There are missed opportunities to extend group discussions beyond identifying the day of the week and older children are distracted during story time by younger children.

Children recognise their names as they self-register. Name cards have photographs on the reverse for those developing recognition of written text. They also do this as they partake at the snack bar. Although some children show signs of emergent writing, at the mark-making area, there are insufficient opportunities for older children to develop or practise these skills. Their names are written on the reverse of their pictures and little evidence of labelling, for instance on resources they use, limits opportunities to make links between written text, sound and meaning.

Conversational skills are good. Children talk about their play prompted by staff who use open questions to extend their thinking and vocabulary. They dip their hands into a treasure basket describing objects, using language such as soft, hard, rough and smooth as the staff member asks 'what does it feel like?'. Children at the painting activity share experiences of the seaside as they create pictures of the beach. 'I played on the sand and stayed in Granddad's caravan' says one child as she paints the sand and sky. 'This could be the sea as well you know because that's blue too and these are white clouds' she says adding these to her picture.

Children experience good opportunities to rote count and can recite numbers up to and beyond ten. However, they are not secure in number recognition, relating numbers to quantity and concepts of more or less. They successfully match and sort as they engage in a board game where they recall the location of cards denoting items from a shopping list to be collected and placed in their shopping trolley card. They match dotted numbers on a dice during a game of dominoes.

Overall, children make satisfactory progress in their levels of achievement.

Helping children make a positive contribution

The provision is good.

Children benefit from a clear equal opportunities policy which works well in practice. Individual needs are discussed and recorded on detailed children's records to ensure their specific needs are met well. A strong commitment from staff ensures the inclusion of every child and they

work collaboratively with parents and other agencies to meet children's individual needs. Children engage in a range of activities to enhance their awareness of diversity. They enjoy opportunities to learn about themselves, each other and the world around them, including other cultures and beliefs. Well planned topics, activities and a range of books promote their awareness of differences.

Children build confidence and self-esteem as they are warmly greeted into the setting to foster their sense of worth and belonging. Sensitive recognition of their achievements is acknowledged as staff reward and praise their efforts.

Children gain high levels of self-control as they follow consistent methods and boundaries to increase their understanding of right from wrong. They develop understanding about sharing and taking turns as they are sensitively supported by staff. Children know when it is time to tidy away as they are given a warning by staff that this time is approaching and are able to bring to a close any activities that they are involved in. Children respond extremely well to staff's use of praise and encouragement to promote a harmonious atmosphere based on positive contribution.

Partnership with parents and carers is good. A comprehensive prospectus provides detailed information about the group to provide parents with an understanding about policies and working practice. Children receive consistent care in line with parental wishes as they are involved in the initial assessment when children commence at the playgroup to inform staff of pertinent information, vital to assist children settling. Evolving plans include their involvement in further assessments as children progress through their early learning. This means that valuable information about what children can do at home can be included in their ongoing records.

Meetings with key workers ensure they are kept informed about children's progress, and partnerships are further enhanced as staff engage in informal discussions as children arrive and are collected.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Robust procedures for recruitment and employment ensure children are cared for by qualified and experienced staff suitable for their role. Careful procedures ensure children are protected from non-vetted persons, as visitors are not left alone with children and new staff are supervised during the induction and vetting procedure.

Although staff are fully committed to their role they are not always deployed effectively to support children's care and learning. However, an effective key worker system ensures their individual needs are mostly met and pertinent information is shared with parents.

Clear policies, which are successfully implemented, form a sound foundation to the good quality of care provided. Training and development needs are supported as staff attend various courses and events to further enhance their good working practice and regular staff meetings are used effectively to plan and discuss action plans for future improvements to enhance the care children receive.

Registration systems accurately record children's attendance as parents sign them in and out as they arrive and collect their children. Further registration documents completed by staff are maintained daily

All required documentation that contributes to children's health, safety and well-being is established and regularly reviewed. Confidentiality is maintained whilst ensuring parents are suitably informed and involved in children's care and learning.

Leadership and management is satisfactory. Children benefit from a mainly well-organised routine and a range of activities presented in a welcoming environment. However, these are not always supported effectively by staff to maximise play opportunities to enable children to reach their full potential in their play, learning and development.

The care and education children receive is supported because staff have a sound understanding of nursery education and a commitment to implement this effectively. The joint leaders are committed to enhance and develop the setting through their working practice and attendance at further training.

Staff work effectively as a team to identify areas of strength and improvement, and work conscientiously to develop recording systems to monitor children's progress and give clear direction for their ongoing learning and development. Evolving systems are yet to be fully implemented to ensure individual learning outcomes are incorporated into the planning to ensure each child makes progress towards the early learning goals.

Overall, the provision meets the needs of the range of 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

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The quality and standards of the nursery education are satisfactory.

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 that sufficient, suitable toys and play materials are available to provide stimulating activities and play opportunities for the children in all areas of play, learning and development
- ensure staff are deployed effectively within the premises to ensure the safety, welfare and development of 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):

- make more effective use of large group activities to ensure the needs of all children are met
- increase opportunities for children to observe and understand the meaning of written text and to develop skills in mark-making and early letter formation
- provide opportunities in everyday activities for children to count, recognise numerals and relate quantity to number.

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