

Cheeky Monkeys

Inspection report for early years provision

Unique reference number EY377817
Inspection date 20/01/2009
Inspector Carol Brown

Setting address Earls Colne Golf & Leisure, Airfield, Earls Colne,
COLCHESTER, CO6 2NS
Telephone number 07881 531765
Email helen@palmer9802.fslife.co.uk
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Cheeky Monkeys Day Nursery is run by The Childcare Personnel Company. It opened in 2008 and operates from a purpose-built building. It is situated on the campus of a golf and country club near Earls Colne, Essex. The setting is on ground level and is accessible to people with mobility difficulties. A maximum of 68 children may attend the nursery at any one time. There are currently 75 children on roll, on the day of the inspection there were 20 children present. This provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There is also a crèche facility, for users of the golf and country club, which can accommodate 10 children. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery employs 14 members of staff, including the manager. Of these, 10 hold appropriate early years qualifications and two are working towards a qualification.

Overall effectiveness of the early years provision

The setting offers satisfactory provision for children in the Early Years Foundation Stage and has some good aspects. Staff recognise the uniqueness of each child and gather information from parents from the outset to enable them to meet the children's individual needs. Children enjoy their time at the setting and are making satisfactory progress towards the early learning goals, as they are provided with a sufficient range of activities and experiences to meet their needs. The setting promotes inclusive practice and supports children with learning difficulties and or disabilities and children who have English as an additional language. There are clear systems in place to safeguard children's welfare in relation to child protection and the safety of children is given high importance.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop systems to ensure a regular two-way flow of information with parents
- continue to develop systems to undertake sensitive observational assessments in order to plan to meet young children's individual needs
- develop opportunities for children to write their names and for words to be used as labels to support pre-reading skills in line with the early learning goals
- develop a culture of reflective practice.

The leadership and management of the early years provision

The management of the nursery has a clear focus to ensure that children's welfare and learning development needs are met. Policies and procedures are in place for

the safe and efficient management of the nursery and are reviewed on a regular basis to ensure that these are implemented. Children are cared for in a very safe environment, this is as a direct result of the written risk assessment and that staff conduct daily visual checks to ensure that the premises and equipment are fit for their purpose. Emergency evacuation procedures are practised to ensure that children are aware of how to leave the building safely in the event of a fire. Children's welfare is safeguarded as the staff have a clear understanding of the physical and emotional indicators of abuse and the appropriate action for recording and reporting concerns. This is further supported as all staff have current first aid training, which means they are able to give appropriate care and attention in the event of an accident.

The staff work well as a team and are aware of their roles and responsibilities and there are set times for staff meetings to enable staff to informally reflect on current practice, however, formal systems to monitor reflective practice are not robust and therefore do not always accurately identify the setting's overall strengths or areas for development.

The manager reported that all staff have undertaken training in relation to the Early Years Foundation Stage (EYFS), however elements of this are not consistently applied as not all staff are evaluating observations of the children to inform next steps in their learning. All staff have been appropriately vetted and have undergone Criminal Records Bureau checks. Appraisals to monitor staff performance and identify training needs are routinely undertaken, this ensures that individual strengths and weaknesses are highlighted and additional training and support is made available.

Partnership with parents is friendly and they are welcome into the setting. Parents are provided with information relating to forthcoming events and themed activities are displayed. Parents are required to provide the setting with information about their child's health and dietary needs, however the setting does not routinely gather information regarding all children's starting points. This means that children's individual needs are not sufficiently met as the staff do not use this information effectively to plan individual learning goals. Parents expressed their satisfaction at the care and education provided by the staff and that they are able to discuss any issues with them.

The quality and standards of the early years provision

Children are becoming competent learners and are gaining confidence as they are provided with a balanced range of self-chosen and adult-led activities. Children are able to make some independent choices about their learning from the child accessible storage and free flow play between the inside and outdoors. Interaction between the children and the staff is positive and the children are beginning to form firm friendships with their peers. Children demonstrate increasing confidence as they engage in conversations with adults and each other. The children work collaboratively with one another, taking turns and working together in small groups. For example, they begin to cooperate with each other as they drive to the

seaside during role play or when completing a matching game, discussing which colour goes where. Children's behaviour is good and they have positive dispositions towards learning.

Children are beginning to enjoy books and are able to choose what they want to read or share books with members of staff. This assists them to develop their enjoyment of books and develops an understanding that print carries meaning. Older children are beginning to link sounds to letters and are provided with some opportunities to write their own names. In addition, children begin to develop language for thinking as they try to predict the sequence of events in the story or count how many objects they have. Children's art work is displayed throughout the nursery giving them a sense of achievement and pride in their achievements, however opportunities for children to write their own names is not consistently applied. They are beginning to problem solve as they find out, where each piece of the puzzle goes or what happens if they press a button on the compact disc player. Children enjoy exploring information communication technology and proudly show adults how they match shapes and colour on the computer.

Children demonstrate their curiosity about the world around them as they become confident and active learners. Children are becoming aware of the care of pets as the setting has African snails that the children help to feed. Although staff observe children, assessment against the Early Years Foundation Stage is not always effectively applied to ensure consistency across all areas of learning by all key persons, in order for children to continue making good progress.

The safety of children is assured through the use of a secure entry system. Visitors to the setting are required to sign in and state the purpose of their visit. There are clear procedures in place for the safe arrival and departure of children as they are only released into the care of a known adult. Staff encourage children to behave in ways that are safe for themselves and others, as a result they are developing an understanding of dangers and how to stay safe. For example regular evacuation procedures ensure that children are familiar with the safe way in which to leave the premises in the event of an emergency. Children are beginning to understand how to keep themselves and others safe as they help the staff to prevent slip hazards by sweeping up spilled rice. Good staff deployment and supervision ensures that children learn to use play equipment safely. Children are encouraged to learn about and understand the benefits of regular physical activity, adopting healthy habits, such as good hygiene practices and making healthy choices about what to eat and drink. Healthy snacks and freshly prepared hot meals provide children with a well-balanced diet to support growth and development. All children have easy access to drinks, which they are able to help themselves to. Children are encouraged to serve themselves at snack and meal times with support from the staff. This encourages them to think about their own needs and develops independence skills. They respond to the expectations of those who work with them when making choices and decisions. Children are encouraged to be polite and say 'please' and 'thank you' at appropriate times. They learn about each other's similarities and differences whilst celebrating a wide variety of cultural festivals, using a good range of resources that portray positive images of diversity, such as wall displays depicting the story of the celebration of Hanukah.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.