

Cheeky Monkeys Day Nursery

Inspection report for early years provision

Unique reference number	EY101429
Inspection date	04/02/2009
Inspector	Jennie Lenton
Setting address	Cheadle Road, Uttoxeter, Staffs, ST14 7BY
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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 opened in 2002. It operates from a single storey building in Uttoxeter, Staffordshire. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 88 children under the age of eight years may attend at any one time. There are currently 114 children from birth to eight years on roll, of whom all are in the early years age range. This includes children who are funded for nursery education. Children attend for a variety of sessions.

The nursery supports children with learning difficulties and/or disabilities as well as children who speak English as an additional language. Access to the building is via a level drive and a ramp. All facilities within the building are accessible on one level. The nursery is open five days a week for 51 weeks of the year. Sessions run from 07:30 to 18:00.

24 members of staff work with the children. Of these, 17 are qualified to National Vocational Qualification (NVQ) Level 3 or above. Three other staff members are qualified to NVQ Level 2. The setting also employs a cook and a cleaner. Relationships are fostered with other provisions and local schools to support children's learning and development across settings.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children receive exemplary care as the setting precisely implements the requirements of the Early Years Foundation Stage (EYFS). A superb range of stimulating activities are provided which ensures all children are always fully engaged in fruitful learning and play. Children are relaxed and content as all staff show them genuine warmth and respect, ensuring that their well-being and safety are always top priority. Individual needs are successfully met as all staff are committed to provide an inclusive environment, working with parents and other carers to support all children in reaching their full potential. The management team review the provision regularly, developing the setting to continually improve outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- recording more fully the actions taken by staff when concerns about welfare have been raised
- devising systems to share examples of outstanding practice between rooms so that all children benefit from the methods, techniques and skills of others in assessment and planning.

The leadership and management of the early years provision

The provision is exceptionally well organised and managed. The proprietor, manager and deputy work well as a team to ensure the smooth running of the setting, enabling other staff to dedicate all their time to working alongside children. Staff know that the 'office door is always open' to discuss any issues that arise and are actively encouraged by management to develop their skills. Any training that is attended is then shared throughout the nursery as staff hold briefings in order to train each other, sharing new ideas and techniques. Consequently, they are a keen and knowledgeable work force, with their professionalism and enthusiasm being evident throughout the nursery. All policies and procedures are of a superior standard and are fully implemented in practice to have a positive impact on children's care. As a result, outcomes for all children are excellent.

Safeguarding responsibilities are fully understood. Key staff have attended specialised training in this area and all staff are aware of how to protect children from harm and neglect. An excellent policy is in place to support both staff and parents in following the correct procedures should concerns arise. This contains an outstanding level of detail in clear and easy to understand language. Staff are skilled in identifying signs and symptoms that may indicate abuse and record their concerns precisely so that welfare is effectively monitored. Action is then promptly taken to determine the cause of concerns and to safeguard children from any future harm. Written details of the actions taken are not always fully recorded. Children's safety is expertly promoted within the setting. Staff undertake full written risk assessments and regular checks to ensure that the environment, both indoor and out, is suitable. All areas accessed by children are beautifully maintained and laid out to enable freedom of movement. Toys are in excellent condition and safety equipment such as stair gates and socket covers are used to minimise any risks to children. The building is extremely secure, with access only possible by staff admission. With their safety and well-being consistently prioritised, children thrive.

Superb relationships are fostered with parents, professionals and other carers. The setting provides parents with daily diary sheets for younger children, translating these into home languages where necessary, so that all parents are fully informed as to the care children receive. Daily discussions also occur regarding children's progress and needs, ensuring any changes are promptly responded to. Staff also take time to inform parents about any special achievements. For example, retelling significant events when their children have shown special kindness to others. Parents are also invited into the setting to take part in open days, parents evenings and workshops. The latter provide a unique opportunity to experience the nursery from a child's point of view as staff set out activities for parents to take part in, while explaining how these help children learn and develop. For instance, parents are able to take part in a 'rhyme write' activity or get involved in messy play in the 'why we paint with toothpaste' workshop. This provides parents with a fantastic insight into the nursery and gives superb opportunities for parents to extend their children's learning at home. Staff also work with other professionals to ensure that children with additional needs are fully supported. Going above and beyond the

norm, staff ensure that children receive care that compliments that received at other settings. For example, key workers visit other nurseries attended by individual children and work with staff there to ensure that their methods are consistent and complementary. This gives children the best possible chance of reaching their individual goals and targets.

The setting has developed a superior approach to self-assessment which successfully identifies strengths and weaknesses in the provision. All staff are encouraged to play an active part in evaluation and, consequently, everyone who works at the nursery has a keen sense of ownership and pride in the way it is run. Previous recommendations for improvement have been fully addressed and ideas for bringing about future changes have been identified. These are focussed on improving children's experiences, indicating that their well-being and enjoyment are always top priority. Parents views are regularly collated and acted upon. For example, the menu now offered reflects parental wishes for more organic produce to be used.

The quality and standards of the early years provision

Children's health is successfully promoted as they are provided with nutritional meals and plenty of opportunities for active play. A range of cooked dishes are provided at lunch time along with a light tea. Children also enjoy snacks of fresh fruit and drinks of water or milk. Occasionally children grow produce in the outside area and enjoy sampling the carrots, beans and other vegetables that they grow. Excellent access to outside play also promotes an active lifestyle. Children of all ages are encouraged to use the outside areas throughout the day and the fantastic range of equipment and toys outside, means that most children relish the chance to do so. Children engage in sand and water activities or enjoy balancing and climbing on the equipment. They have great fun during snowy weather, as they explore the feeling of snow and ice, watching how it changes as it melts. Staff also encourage children to stay safe as they regularly practise the fire drill with them and remind them of the rules of the setting. Children also enjoy some interactive activities which promote their understanding. For example, they visit the local fire station and enjoy visits from the police community support officers. Children learn about road safety as staff dress up as lollipop ladies and show them to cross roads safely. Consequently, children are developing a good sense of how to stay safe.

Staff expertly manage children's behaviour and ensures that children's self-esteem is protected. Unwanted behaviour is dealt with by getting down on the child's level and discussing how their actions effect others. Positive actions are rewarded with praise and encouragement. Children beam with pleasure as they are rewarded for being kind and great pride is taken in being the 'special helper' for the day. Children also take part in a range of fundraising events for charities such as a pyjama day or sponsored bounce for Children in Need and Barnado's. Consequently, children are actively involved in the community and are effectively developing their understanding of the wider world. They also learn about other cultures and backgrounds through themed events. For example, they find out about Egyptian history as they have an 'Egypt Day' where they build pyramids out of cardboard, write in hieroglyphics, dress up in traditional costumes and have a

'camel' race on their homemade camels. Resources in the setting reflect the backgrounds of those who attend. Children for whom English is a second language are fully included as words in their home languages are displayed alongside English written word. This encourages them to develop a strong sense of self-identity and belonging.

Staff successfully plan experiences that link to children's individual learning and development needs. Children are allocated a key worker who skilfully observes and assesses their progress. Next steps are identified for each child and fed into weekly plans to ensure all children are stimulated. All six areas of learning are equally covered. Children are actively involved in determining the resources on offer as even young babies are able to choose items for free play from the photographs on display. They rush to their favourite things and throughout the session are fruitfully engaged, moving freely between activities, playing imaginatively in the home corner, building with construction blocks or completing jigsaws. A marvellous range of resources are available. Children choose from the array of clearly labelled toy boxes which include dressing up clothes, magnifying glasses, tape measures, jigsaws, books and dolls. The way the environment is set out is regularly reflected upon and evaluated. Action is then taken to ensure all children get as much as possible out of the activities. Consequently, staff are extremely knowledgeable about what engages and stimulates children and resources are carefully selected to maximise children's pleasure. For instance, when growing vegetables, a transparent container is used so children can see growth below the soil line, as staff noted that previously children became disengaged while waiting for plants to grow above the ground.

All staff skilfully extend children's learning through the use of open questioning. They sit alongside the children as they play, showing genuine interest in their learning. As a result, children are confident communicators, answering questions with thought and offering their own ideas. For instance, children are keen to suggest what items are in a plastic bottle and to describe the noises they make. They discuss how dried pasta sounds 'chattery' and guess which items are hidden in a bag from the noises they make. All activities are expertly planned, enabling children to learn in fun and interactive ways. For example, after reading to older children, staff use laminated copies of the pages of the book and mix these up so that children are able to recreate the story in sequence. This encourages their reasoning skills and literacy skills as they use both written word and picture cues to solve the puzzle. All children are making rapid progress as they delight in the activities on offer. Babies are fully absorbed in play as they experience the feel of porridge between their fingers or engage in creative play with toy telephones. They enjoy snuggling up with staff for stories and are fully included in all nursery activities. For instance, during an animal themed week they get to pet lambs and rabbits along with the older children. Children with learning difficulties and/or disabilities are also fully supported. Staff work with other professionals to ensure that individual education plans are fully implemented and that all activities are sensitively adapted to ensure inclusion. As a result, all children flourish in this caring and professional environment where children's needs are always top priority.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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.