

Cheeky Monkeys Day Nursery

Inspection report for early years provision

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Inspector

Gill Ogden

Setting address

Keptie, Brigg Road, South Kelsey, MARKET RASEN,
Lincolnshire, LN7 6PH

Telephone number

01652 678631

Email

info@cheekymonkeys-daynursery.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 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).

Description of the setting

Cheeky Monkeys Day Nursery was registered in 2008 after running for many years as Abacus Day Nursery under different ownership. It operates from a converted barn in the village of South Kelsey, Lincolnshire. Children are cared for in two main rooms, with appropriate kitchen and toilet facilities. There is a fully enclosed outdoor play area, which consists of a grassed area and safety surface area. Opening hours are 07.30 until 18.00 each weekday all year round.

The nursery is registered on the Early Years Register to care for a maximum of 30 children in that age group at any one time. They currently have 28 children on roll and provide free early education for children aged three and over. The setting supports children who have additional needs. Four of the six staff who work with the children, as well as the owner, hold a relevant early years qualification and the other two are working towards one.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. This small, family-orientated nursery provides a generally warm and nurturing environment for children, where committed and caring staff ensure that each child's individual needs are met well. Effective systems are in place to promote children's welfare and ensure that they make good progress in all the areas of learning. Open and relaxed relationships with parents further contribute to each child's well-being and links are in place, or being developed, with others who are involved with the children in the children's best interests. Thoughtful self-evaluation by the whole staff team enables well-considered planning for future developments to be made.

What steps need to be taken to improve provision further?

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

- enable children to more freely access role play activities throughout the session
- create a more domestic environment in the baby room.

The leadership and management of the early years provision

In the relatively short time since registration, the owner, manager and staff have worked very hard to re-establish the provision and make improvements to the environment and daily practices. Development plans are in place to make several further improvements, such as covering part of the outdoor area so that it can be used in all weathers. All the required records, policies and procedures are in place and effectively underpin the everyday running of the group. Thorough risk assessment ensures that children are cared for in a safe and secure environment at all times, and all staff are fully vetted to ensure their suitability to work with

children. A strong staff team is in place and all of them have undergone recent appraisals to identify their strengths and future training needs. The nursery is committed to having well-qualified staff and consequently the manager is being enabled to work towards Early Years Professional Status (EYPS). All the staff are reflective practitioners who contribute regularly to the self-evaluation of the provision and are confident that any suggestions they make are taken on board. For example, staff in the baby room have raised concerns about the appropriateness of the planning style for that age group of children, and are being supported to try out new ideas. Children who have additional needs are very well-supported as a result of a knowledgeable Special Educational Needs Coordinator (SENCo) being in place and effective working relationships with other agencies, such as Portage and Speech and Language.

Parents views on the provision are sought regularly. As a result of a recent questionnaire children now have tea later in the afternoon. Parents are encouraged to take a full part in their children's achievements by, for example, contributing lots of information when they first start, and on an ongoing basis, by using diaries and commenting in their child's 'special book'. Open events enable parents to talk to staff in a more formal way and also provide opportunities for the nursery to explain their systems, such as the importance of the children's 'special books' and how parents can use them. Parents comment very positively on the progress their children make. The manager has links with other providers in the area and is currently working towards improving communications with those that some of the children also attend to ensure that they experience the best continuity of care.

The quality and standards of the early years provision

Close attention is paid to children's welfare and learning needs. Children have plenty of opportunities to make good progress across all the areas of learning and development. Planning relates to themes as a means of engaging children and ensuring they are provided with a range of differing resources and activities. Within this, each child's individual targets and their personal interests are taken into account. There is a good balance of adult-led and child-initiated learning, and staff take a flexible approach to incorporate children's ideas and to follow the direction in which they take activities. Spontaneous observations and full half-termly ones contribute effectively to identifying each child's progress and enabling targets to be set for them.

Children enjoy a very well equipped learning environment, both indoors and outdoors, where provision is made for all the areas of learning. However, mainly due to the constraints of the premises, children do not always access the indoor role play area sufficiently, which may prevent them from having as much time as possible to experiment with their understanding of the world around them and reinforce their learning in all areas. All ages of children spend lengthy periods outdoors each day, where they enjoy, for example, painting, stories, ball games, climbing and digging and they know how to dress appropriately for all kinds of weather. They have excellent opportunities to cultivate their own food and are involved with growing their own vegetables from planting seeds to harvesting. The resulting crops of tomatoes, carrots and such are used in the meals children eat.

Children are further involved in preparing their own meals when they choose their own vegetable toppings for the pizzas they have for lunch, putting their choices on their own individual tomato and cheese bases prepared by the cook.

Children are confident and keen to have conversations with each other and adults. They take ownership of their surroundings, storing their work in their own boxes and explaining which is theirs, pointing to their name and photograph on it. They know why their work is stored and that they can take it home if they wish or leave it in the nursery. Children help themselves to resources, for example, seeking out materials such as glitter in the storage drawers, to use as part of their hand printing activity. They listen attentively to stories, often joining in with those that are written in rhyme and demonstrate a strong sense of recall. They have a good grasp of mathematical language and concepts knowing, for example, that they have two balls that are not the same colour and being able to identify the colours. When they count how many children there are at circle time and then count the number of cards there are, they are quickly able to say whether or not there are enough for each child. Babies are well-supported to explore their environment and are encouraged by staff to develop their sensory and physical skills through offering activities such as sand, water, paint and push-alongs outdoors, to help them walk. However, the baby room is not yet a homely enough environment to provide opportunities such as snuggling up with staff on a sofa to listen to stories or for staff to bottle feed a baby in comfort.

Children are safeguarded well because staff are very aware of their responsibilities and know the procedures to follow if they have any concerns. Consistent prompting from staff helps children learn how to keep themselves safe and learn good manners. Children are generally patient with each other and they all benefit from some good teaching methods such as the use of puppet dolls, which are aimed at supporting children who have additional needs.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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