

Cheeky Monkeys Two

Inspection report for early years provision

Unique reference number EY381322
Inspection date 03/06/2009
Inspector Melanie Eastwell

Setting address 6 Linden Road, Bedford, Bedfordshire, MK40 2DA

Telephone number 01234 216147
Email debs.moliterno@btinternet.com
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).

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 Two was registered in 2008 and is one of two nurseries owned by the same provider. It operates from a converted Victorian house close to the centre of Bedford, Bedfordshire. A ramp to the rear entrance means that the premises are easily accessible. Children have access to an enclosed outdoor play area. The setting is open each weekday throughout the year from 07.30 to 18.30.

The nursery is registered on the Early Years Register. A maximum of 51 children may attend the setting at any one time. There are currently 17 children aged from six months to four years on roll, some in part-time places. The setting also makes provision for children older than the early years age group which is registered on the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. The nursery provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Most aspects of children's welfare are promoted with success. Children are safe and secure although some elements of the welfare requirements are insufficiently robust. Children enjoy their time at the nursery and receive individual and sensitive support from the staff but the systems for planning for their individual learning and the observation and assessment of their progress have yet to be implemented effectively. The good partnership with parents and other agencies ensures that the needs of the children are met well and they get any additional support they need. The nursery has begun to develop suitable systems for self-evaluation to identify areas of strength and to ensure that plans for future development are appropriately targeted.

What steps need to be taken to improve provision further?

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

- improve the documentation relating to the recording of accidents and medication
- ensure that regular evacuation drills are carried out and details recorded in a fire log book.

To fully meet the specific requirements of the EYFS, the registered person must:

- make systematic observations and assessments of each child's achievements, interests and learning styles and use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for individual children

22/06/2009

(Organisation).

The leadership and management of the early years provision

Generally effective procedures ensure that children's safety is given priority. For example, the management team are proactive in addressing any safety issues that arise in the provision, sleeping children are monitored carefully and there are good systems in place to manage the security of and entry to the building. However, children's safety in an emergency is not ensured because regular emergency evacuation drills are not carried out. Children are safeguarded because the staff understand the importance of following the Local Safeguarding Children Board guidelines in the event of any child protection concerns. However, the accident and medication records contain insufficient detail which has a potential impact on children's welfare.

The staff team has undergone significant changes recently and the nursery owner is keen to develop the team to ensure the individual needs of the children continue to be met. Generally appropriate systems are beginning to be implemented for self-evaluation which identify areas of strength and areas for continued development. The management team are keen to develop the reflective practice in the nursery by involving all the staff, parents and children in the process. Children benefit from the good partnership working in the nursery. For example, parents receive verbal and detailed written feedback each day to ensure they are aware of how their child has been, the activities they have enjoyed, sleep times and food intake. The nursery works together with other agencies to ensure that children receive any additional support they require.

The quality and standards of the early years provision

Children are provided with a range of suitable activities that cover the six areas of learning. They enjoy the gentle interaction from the staff who generally engage them in their chosen activity. For example, older babies are happy in the company of the older children in the garden and enjoy the positive facial expressions and verbal interaction from a member of staff. Older children enthusiastically join in with a drawing activity linked to the current topic of 'The tiger who came to tea'. They listen to the story played on a compact disc while talking with the staff to recall all the food the tiger ate and proceed to draw pictures. The staff successfully engage them in this activity through their questions which promotes children's recalling of information and their listening skills. Children enjoy using the musical instruments. They choose from an appropriate variety of bells, maracas and shakers and proceed to make their own music. The staff encourage them to play 'loudly' and 'softly'. Basic written plans are in place that show activities covering the six areas of learning. However, the plans are not linked to children's interests and do not recognise individual children's different requirements for learning. A key worker system is in place and each child has an achievement file that is available to parents. However, the systems for observation and assessment are insufficiently robust. Currently the records do not consistently show individual children's starting

points, progression or identify their next steps for learning and the records are not used to inform the planning of activities. This inconsistency in the planning, observation and assessment hinders children's opportunities for their individual learning and development.

Children are able to select their own activities from the suitable range set out by the staff and enjoy the free flow between the nursery room and the patio area of the garden. They have supervised access to a spacious area of lawn with plenty of shade from mature trees and enjoy using ride on toys and balls. Their independence skills are generally encouraged. For example, they collect their own aprons for water play and attempt to put them on. Children generally play well together as a group. For example, older children show the babies different toys, crouch down to talk to them and call their name to which the babies respond by smiling and giggling. The staff are active in supporting the children to share and to think of others and they employ suitable behaviour management strategies appropriate to the children's ages. Children are provided with freshly prepared meals, snacks and regular drinks. A chef is employed to prepare the children's lunch and tea which includes plenty of healthy options. Children sit together to eat and babies food is pureed or mashed according to their individual requirements. They begin to learn about personal hygiene through appropriate modelling from the staff and washing their hands before and after meals and after using the toilet.

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?	2
How well are children safeguarded?	3

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?	3
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