

Cheeky Chimps Fun Club

Inspection report for early years provision

Unique reference number	119725
Inspection date	16/10/2009
Inspector	Lilyanne Taylor

Setting address	47a Monkton Street, Ryde, Isle of Wight, PO33 2BB
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Type of setting	Childcare on non-domestic premises
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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.

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Description of the setting

Cheeky Chimps Pre-School and Fun Club opened in 2003 and 1997 respectively. It is a privately owned provision and operates from purpose built premises which are situated in a residential area of Ryde on the Isle of Wight. There is a fully enclosed outdoor play area.

The setting is registered to provide care for a maximum of 50 children at any one time aged from 2 years and are in receipt of funding for the provision of free early education for three and four year olds. There are currently 48 children on roll in the early years age range, some in part-time places. Care is also provided for children aged over 5 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision supports children that speak English as an additional language.

The pre-school and fun club operate Monday to Friday during term time only. The pre-school operates from 8:45am to 2:45pm and the fun club from 2:45pm-6:00pm. During all school holidays a holiday club operates Monday to Friday from 8:15am to 6:00pm.

Management employ nine staff, all of whom hold relevant National Vocational Qualifications in early years child care. One member of staff is currently working towards achieving an early years Foundation Degree to further enhance their existing qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The highly effective management and staffing of this setting ensures all children are given a warm welcome, valued as individuals and have their learning and development needs met. Continuous improvement is a key strength and a contributory factor to the outstanding outcomes provided for all children. For example, structural alterations to the premises has provided children age two years with their own base room and enabled the decked play area to be used in all types of weather. Through self evaluation the setting has identified a gap in the systems for ensuring information is shared with all parents and they are currently exploring ways to address this.

What steps need to be taken to improve provision further?

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

- continuing to review the procedures in place for sharing children's individual learning journey sheets with parents to ensure those who do not attend meetings at the setting have the opportunity to contribute to or make

comment on them so the key person is assured that all children's learning is being continuously progressed.

The effectiveness of leadership and management of the early years provision

Robust recruitment, vetting and induction procedures ensure children are only cared for by adults who have had their suitability to work with children confirmed. Existing staff have their ongoing suitability checked on a regular basis. All staff attend safeguarding training and have a very clear understanding of their roles and responsibilities where abuse of a child is suspected. Should any allegations be made against a member of staff, procedures are in place to ensure children are fully safeguarded.

Very detailed and comprehensive risk assessments ensure children's welfare and safety at all times. Potential risks are quickly identified, acted upon and used to inform future improvements. For example, it was identified that children needed to be shaded from the heat of the sun while playing outdoors; from this the setting have plans to erect a canopy which will protect children in all types of weather.

Children benefit enormously from being cared for by a consistent staff team. Each child has a key person who is experienced and regularly attends training to ensure their knowledge of childcare and child development is kept up to date. Morale of staff is high; they work together well as a team and are involved in all aspects of the decision making of the provision. All recommendations raised at the last inspection have been fully addressed. As a result, all outcomes for children are positive and they are supported to make good progress in all areas of their learning and development.

The very good organisation of the setting supports all children to learn through their play. All rooms are equipped with good quality resources which children are able to independently select; all are stored at low level and easily accessible. Children aged two years have a separate area where they can engage in activities away from the older children or sleep and relax if they choose to. Staff are effectively deployed in all areas to ensure the needs of all children are met and they receive the support they need in order to make progress.

All children gain a sense of belonging. Staff greet children at the door by name, use key words that reflect their home languages, and samples of work, photographs and books displayed show special events/activities they have been involved in. Effective systems in place for translating information ensure all parents are able to be meaningfully involved in their children's care and learning.

Parents receive good quality information about the setting and the Early Years Foundation Stage (EYFS). The settings last inspection report is available for parents to read so they are aware of the type of care and education they can expect their children to receive. Parents are invited to express their views and information obtained this way is fed into the setting's monitoring and evaluation processes. Parents are extremely satisfied with the setting and express that their

children are given a wonderful start in life and that their personalities and confidence have developed through the exceptional care and attention they receive.

Staff discuss with parents daily some aspects of the progress their children are making and encourage them to share information of any noticeable achievements they may have noticed their children have made at home. Parents are invited to attend meetings to discuss their children's individual learning journey sheets and to contribute to the planning for their children's future learning. However, because not all parents take up this invite it is limiting the key person's ability in being able to be assured that the learning and development of all children is being continuously supported.

Staff are highly committed to working in partnership with others involved with the children in their care. The Special Educational Needs Co-ordinator liaises with external agencies to ensure each child gets the support they need. The transition for children moving into full time education is smooth; staff liaise with the reception class teachers and provide them with a profile of each child. This ensures the individual needs of children are known and their care and learning can be continuously progressed. In the term prior to school entry, staff take the children to visit the schools they are to attend to allay any fears or concerns they may have. Systems for ensuring EYFS age children attending the out of school club have their learning continuously supported have not been a complete success; staff have written to local schools to establish channels of communication, however, at this time, not all have responded to the request.

The quality and standards of the early years provision and outcomes for children

The good quality information staff find out from parents ensures all children are appropriately supported to settle into their new environment quickly. Staff observe children while they play; information gained is used to plan future activities to progress their learning or to evaluate the organisation of the setting to ensure it is meeting all children's needs. Children's records show they are making good progress in all areas of their learning and development through a wide range of activities. The majority of children's next steps of learning are based on observations staff have made alongside information gained from parents.

Children's awareness of the world in which they live is raised through a range of activities such as cooking, food tasting, discussion and posters displayed. Visual aids along with the very good verbal interaction of staff and the caring attitude shown by children supports all children to develop their communication skills and to gain an understanding of words spoken in English.

Children are confident in their use of a computer and are beginning to gain an understanding of how to follow instructions as they respond to the various commands. Through completing educational games they are beginning to gain recognition and understanding of numbers.

Children's behaviour is good; they are shown how to respect and take care of the resources by packing them away carefully. While children wait to play on the computer they ask for the sand timer to be shown. This enables them to gain a concept of time and to share and take turns.

Staff capitalise on spontaneous learning opportunities. For example children recently playing outside, asked staff what the hissing sound was. Staff responded by encouraging them to think what it could be and suggested they used a magnifying glass to explore the area. After looking under the logs and combing through the grass, the outcome was that it was a grass hopper they had heard.

Children are confident with the procedures to be followed should there be a fire, and during outings they learn where to cross roads safely. Children enjoy woodwork activities and under close supervision they learn how to use tools such as hammers and drills safely.

Children enjoy being out in the fresh air each day. They fill buckets with water and use a brush to paint the shed and play music on the kitchen utensils hanging from the fence. Children's physical skills are developed through a wide range of activities. For example they play football, golf, climb apparatus, jump on a trampoline and ride wheeled toys. Fresh drinking water is available at all times and children make healthy choices at snack time from the range of fresh fruit available.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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