

Cheeky Monkeys Playgroup

Inspection report for early years provision

Unique reference number	321493
Inspection date	30/11/2009
Inspector	Jackie Phillips
Setting address	Westfield County Infant School, Askham Lane, Westfield, York, YO24 3HP
Telephone number	01904 783 377
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Cheeky Monkeys Playgroup registered in October 1992. It operates from a room within Westfield County Community School, in the Acomb area of the City of York. Children may access the school's facilities for various activities and use an enclosed area for outdoor play opportunities. The setting is registered on the Early Years Register. A maximum of 18 children between the ages of two and four years may attend the setting at any one time. There are currently 20 children on roll. The group currently operates term time only each Monday, Tuesday, Wednesday and Friday morning, 9am - 12pm. There is also a session on a Thursday afternoon, 12pm until 3pm. Additional sessions for parents and toddlers are also available. The setting provides support for children with special educational needs and/or disabilities.

The setting employs two regular staff members, both of whom hold an appropriate early years qualification. The setting is supported by parent helpers, who assist on a regular basis. The group is run by a voluntary management committee and is a member of the Westfield Childcare Partnership. The setting receives support from the Local Authority and is a member of the Pre School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The indoor environment is interesting and vibrant for children, and well prepared for them prior to their arrival. They, and their parents, are warmly welcomed into the setting and enjoy a relaxed but challenging session. Adults recognise the uniqueness of each child and meet individual needs well. Partnerships with parents and those in the local and wider context are successfully used to promote good quality care and education. Improvements made since the last inspection have benefited children and plans for further improvement are well-chosen in areas needed and having the greatest impact for children.

What steps need to be taken to improve provision further?

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

- consider ways in which children and parents can contribute to the self-evaluation process
- ensure parents are asked to provide their written consent for the seeking of any necessary medical treatment
- further develop the outdoor learning environment for children.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure setting. They are helped to develop an awareness of keeping themselves safe. For example, by being involved in practising the group's emergency evacuation procedure, and having the consequences of their actions explained when behaving inappropriately and at risk of potential harm. There are effective risk assessment and recording systems in place to support the safeguarding of children and adult supervision levels are consistently high to ensure children are safe. Parents are asked to provide their written consent for the setting to seek any necessary medical advice. Currently this is not extended to ensure permission is sought for the seeking of any required emergency treatment.

Adults are focused on helping all children make good progress in their learning and development and promoting their welfare. There is a common sense of purpose between adults, who work well together to ensure that children have the opportunity to achieve as well as they can. They communicate an ambitious vision for the future improving of outcomes for children. Partnership working with parents, and other services and providers delivering the Early Years Foundation Stage, makes a strong contribution to children's achievements and well-being. Relationships are well established, ensuring each child's needs are well met. Effective systems for keeping parents informed about aspects of the service provided and children's progress ensure they have coordinated, up-to-date, accurate and timely information. Parents are encouraged to contribute their suggestions for improvement, although they have not yet been actively involved in the self-evaluation process.

The group provides children with a broad range of resources and interesting activities. Toys and equipment are used well to achieve the planned goals in learning and development. The environment is conducive to learning, safe and well cared for. The outdoor learning environment particularly supports children's physical skills. It is, however, currently under-developed, although it is a priority for future improvement. Fund-raising events are organised, helping children and parents to work together, become actively involved, and assist in making additions to supplies of equipment and resources. Adults have a good knowledge of each child's background and needs. They make the most of diversity to help children understand the society they live in and about different cultures.

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

Children benefit because adults spend time talking with them, engaging in interesting conversations and discussing issues that appeal to them. For example, they talk about children's families and the forthcoming Christmas festivities. Children respond very well to adults' confident usage of open questioning, helping them to share their ideas and encouraging them to think critically and express themselves. Children are actively engaged and well occupied throughout the

session. They enter the setting confidently and quickly find activities of interest, displaying high levels of concentration and perseverance. Even the youngest children are attentive, particularly at story time. Children are creative in many ways, for instance through painting or collage activities, music and everyday resources. They enjoy making foot prints and patterns in the shallow tray of talcum powder.

Children make good progress in their learning. They are regularly observed by adults whose secure knowledge of the learning, development and welfare requirements and Early Years Foundation Stage promotes children's early education, social, physical and economic well-being. Good-quality planning and organisation ensures that children are suitably challenged by the learning experiences provided. Activities are well planned in advance, based upon thorough and accurate observations and assessment. Children's individual learning needs are well identified to enable progress and achievement to take place.

Children adopt good hygiene practices; for example, by understanding the need to wash their hands after using the toilet. They have good independent access to drinks and enjoy healthy options at snack time. They engage in a wide range of physical activities, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They build strong relationships within the setting, and understand the need for sharing and turn-taking and for caring for their environment. For example, they help to tidy away at the end of the session. Behaviour is good and children's progress in communicating, literacy, and skills relating to information and communication technology is developing well. They are confident when visitors to the setting are present; for instance, they make a 'pretend' cup of tea. Children play well independently or as part of a group. They are becoming active, curious and inquisitive learners and are very well equipped with the skills required in order to secure future learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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	2
--	---

Outcomes for children in the Early Years Foundation Stage

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

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

