

# Cheeky Monkey's Nursery

Inspection report for early years provision

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**Unique reference number**

EY401564

**Inspection date**

09/02/2010

**Inspector**

Karen Ann Byfleet

**Setting address**

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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.

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 Monkey's Ltd. was re-registered in 2009 under new private ownership. The building is leased from Derbyshire County Council and is situated on the outskirts of Chesterfield in Newbold. The nursery occupies a single storey building with a separate baby unit in the grounds. Ramps are provided for easy access to the premises. A secure enclosed outside play area is available to the children.

A maximum of 60 children may attend the nursery at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 63 children in the early years age group on roll. The nursery is open each weekday from 7:30am to 6:00pm all year round with the exception of bank holidays. Ten staff, including the manager, work directly with the children all of whom hold recognised early years qualifications. The owner, who is also the manager holds a relevant teaching qualification. There is also a cook and a cleaner. The setting receives support from the local authority early years advisor.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff in the nursery recognise the uniqueness of each child and ensure that they are well settled and that their needs are routinely met. They support all children so that no individual is disadvantaged and children are making good progress in their learning and development. Smooth transition from nursery to school is enhanced through the good relationships that management have built up with the local schools. Staff and management have established excellent relationships with parents to ensure continuity of care for all children. There are highly effective and robust self-evaluation systems in place and the setting has identified clear strategies for continuous improvement. Their plans for the future are suitably targeted to bring about further improvement to the provision.

## **What steps need to be taken to improve provision further?**

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

- develop further children's knowledge and understanding of the world with regard to their awareness of the local community.

## **The effectiveness of leadership and management of the early years provision**

The nursery is well managed and all staff and management show commitment to ensuring continuous improvements as they are all involved in the highly effective self evaluation process. All policies and procedures which are required are in place and these are reviewed regularly to ensure secure management. Staff retention

within the setting is good and recruitment procedures ensure all staff are vetted for their suitability and that suitable induction for all staff and students is completed. Management ensure that staff keep abreast of new developments in childcare and retain their effectiveness in safeguarding issues, such as, child protection and first aid through regular training.

Risk assessments for indoors and outdoors are undertaken and recorded appropriately. Senior management evaluate staff practice in each room and monitor how systems are being implemented. Resources are well organised and are of good quality. They include non-stereotypical play provision, which reflect a variety of nationalities, positive gender roles and disabilities. Toys are stored in a way that supports children's independence and offers them a wide choice of activities.

The nursery promotes inclusive practice well. Staff fully support children with additional needs that attend the nursery and they work well with any outside agencies and parents so that all children have their welfare needs met. Staff promote children's understanding of the differences in people and help them to recognise and value those differences.

The nursery have developed highly effective partnerships with parents. Regular newsletters keep them informed of events and the introduction of personal diaries for each child help them to support their children's learning at home. The key worker system is effective and parents are kept well informed about their children's progress through the productive exchange of information, both verbally and in writing. They are aware of the topics and activities that take place, contribute towards their children's learning and have good access to their children's records. Partnerships with other providers is good. The manager has developed links with local schools to ensure children have a smooth transition from nursery to school.

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

Children's good health and well-being is promoted well. Staff take effective action to prevent the spread of infection and children know and follow the hand washing routines and they brush their teeth after lunch, helping them develop an awareness of their personal hygiene. The nursery provides children with a well balanced nutritious diet of home cooked food. A weekly menu plan is displayed for parents and they are asked for any ideas for future menus. Children learn good table manners through the social setting at snack and meal times.

All staff demonstrate good knowledge and understanding of child development, and support children's learning and development well in all areas. They ensure the learning environment, both indoors and outdoors, is welcoming and inviting. There are accessible resources to help children select toys and activities for themselves. For example, young children select books for themselves and sit in small groups or individually to look at them. Some younger children like to sit with staff to look at books. Staff provide well planned, purposeful play and exploration so that each

child is offered an enjoyable and challenging experience across the areas of learning. Observations of children's development are undertaken and staff use these to expand on children's learning and interests. Outdoor play for children is vibrant as the adults encourage them to be active and understand the benefits of physical activity, as they run and jump about to warm up when it is cold outside. Children also eagerly participate in indoor exercise as they join in with yoga exercises. Staff help children to make the connection between the food they eat and where it comes from. They grow fruit and vegetables in their garden, and then cook them. Children have access to a wide variety of resources and role play situations that enhance their awareness and development of knowledge and understanding of the world. However, there are fewer opportunities planned and provided for them to become more aware of their local community.

Children thoroughly enjoy themselves and are busy in their play. They learn to make decisions from a young age. For example, babies enjoy hand painting and sprinkling glitter on to their pictures. The setting helps children make good progress in communication, literacy and numeracy. For example, young children demonstrate an excellent understanding of number sequence and participate in group discussions using a wide vocabulary. The labelling of children's work and visual words and numbers around the setting raises children's awareness of how print carries meaning and as their pictures are displayed this gives children a sense of belonging and helps to raise their self esteem. Older children enjoy writing for a purpose as they note down orders in the café through role play. Staff constantly talk to the children throughout the setting and ask age appropriate questions. For example when a child is freely painting flowers, staff ask him if he thinks they would all smell the same and the discussion then moves on to how different flowers grow at different times and how they are all different in size and colour.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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