

Cheeky Monkeys

Inspection report for early years provision

Unique reference number

EY340191

Inspection date

25/01/2010

Inspector

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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 Monkeys Day Nursery is privately owned. The present owners started to manage the nursery in 2006. The nursery operates from a detached house in Northowram on the main road from Bradford to Halifax. Children are cared for on the ground floor and first floor. There is an outdoor play area at the front of the nursery. The nursery is open each weekday from 7.30am to 6pm all year round.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children may attend at any one time. There are currently 36 children aged birth to five years on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are currently 12 members of staff, all of whom have early years qualifications to at least level two. Six members have the level three qualification in early years. The manager has a degree in early years and another member of staff has a degree in early years and has attained the early years professional status.

The Nursery has established links with Calderdale Early Years Partnership and receives additional support from a teaching consultant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in the setting. They learn and develop well in relation to their starting points and capabilities. Staff provide a fully inclusive environment and all children are well supported. The staff team are committed, enthusiastic and demonstrate the capacity to maintain and make continuous improvement. Good working relationships are in place with parents, carers and with other professionals.

What steps need to be taken to improve provision further?

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

- further improve the participation of parents in children's learning and development for better outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through the good deployment of staff, effective supervision and appropriate procedures. Designated staff have a good awareness of child protection issues and the Local Safeguarding Children Board procedures. Good risk assessments are carried out for all areas used by children and for each

type of outing. Effective procedures for recruitment are in place as the suitability of each staff is thoroughly checked before they have unsupervised access to children. Staff are deployed effectively so that children are well supervised and supported. Good staff to children ratios are maintained to ensure children receive the necessary support to enhance their learning.

Good use is made of resources, which fully promotes all aspects of equality and diversity. Children are able to move freely in between the playrooms and have access to resources at child height to promote their independence. A newly developed outdoor area provides a soft play surface in a secure environment which is child friendly. Children are encouraged to develop a strong sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and have a sense of belonging.

Links with other providers where children attend more than one setting are good as the setting communicates with childminders and school nurseries to ensure there is coherence in children's learning. Staff have experience of working with specialist agencies and other professionals in order to provide effective inclusive care for children with special educational needs and/or disabilities. Good partnerships with parents enable staff to get to know the children well, which means they can meet their individual needs and plan for their continual development. Good written and verbal information is exchanged with parents to ensure consistency of care and awareness of procedures. Staff recognise that they could further improve the participation of parents in children's learning and development for even better outcomes for children. Parents have regular opportunities to meet their child's key person and discuss their development through parents' evenings, open days and informal discussions.

Management provide effective leadership and staff share good working relationships with one another. They continually evaluate the provision and are striving for improvement so that children receive the best possible outcomes. Staff are well qualified and all hold current certificates in first aid and food hygiene in order to promote children's welfare. They all access good quality training regularly to enhance their knowledge and there are specific training days twice a year to further support staff in building their professional career. Regular exchanges of information through planning and team meetings ensure that staff are all appropriately informed of changes and are given the opportunity to share their views and thoughts through questionnaires. Furthermore, management have already identified areas for future improvement, so that outcomes for children are continually improving.

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

Staff are knowledgeable about the learning and development requirements within the Early Years Foundation Stage and have a secure understanding of how children learn. Careful planning and observations are carried out throughout every week by key persons, for all children and an assessment of their learning and development

results in very positive outcomes for children. Hence, they are making very good progress towards the early learning goals.

Staff develop positive relationships with children and through facial expressions affirm their interest in them. Consequently, children are settled, happy and valued. Staff are good role models for children and quickly respond to children's needs. Staff have a very good awareness of using children's interests to promote their knowledge and skills, and through close observation and information from parents are able to effectively plan for each child's continuous development. As a result, children are confident and motivated to learn. Staff extend children's thinking through asking relevant questions, for example which tool they need for cutting. Children move freely around the premises, selecting from the wide range of appropriate resources and activities, both inside and outside. The planned environment ensures that available space is optimised well with children's safety being effectively considered. Babies are cared for in a separate room which has soft furnishings, suitable for their age and stage of development. Older children have access to playrooms where they can move from room to room and participate in their own learning to promote their independence.

Children are confident communicators; they initiate conversations and verbalise their actions. They recognise their names and younger children are learning the sound of letters. Children have good opportunities to solve problems, reason and count through every day activities such as comparing the sizes of objects or the volume of liquids in containers. Children generally share, take turns and work together well. For example, several children sat at their tables and made 'friendship bands'. Children independently use the computer to operate educational programmes, demonstrating how they use the mouse to paint pictures. Furthermore, the provision of child orientated keyboards with large keys helps children to type letters easily. Children develop good imagination and creativity through access to resources. They use small world toys and role-play to take on different roles, they select from a range of art and craft materials to create their own designs and they use play dough in a wide range of ways.

Children develop a good awareness of how to stay safe and healthy through their play and daily routines. They know that scissors can be sharp and must be used safely at the table, and they regularly practise the emergency evacuation procedures. Children wash their hands prior to eating, using soap and paper towels to prevent cross contamination. Children are well nourished and are provided with fresh, organic fruit and vegetables as part of the commitment by management to ensure their health and well-being. They learn to eat and socialise with staff and other children and put their plates and cutlery in away after they have finished eating. Children develop very good habits such as brushing their teeth forty minutes after lunch and using tissues to clean their own noses. Staff talk to children about how exercise helps to keep them fit. All children have daily opportunities to play outside in the newly developed outdoor play area, which has a soft, bouncy surface for their safety. Babies and toddlers use the outdoor play area separately and are closely supervised whilst playing with age appropriate toys and equipment. Older children independently access outdoor resources from the shed and play individually on the sit and ride toys or play together as a team in manoeuvring a large, colourful parachute.

Children are well behaved and are aware of the boundaries set. Staff praise children for good behaviour and take an active role in participating with them. Children's art work is displayed within the room as part of recognising their achievements. All this helps children to develop high level of self-esteem.

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	2
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

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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

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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