

Cheeky Monkeys Day Nursery

Inspection report for early years provision

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Inspector Adelaide Griffith

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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 opened in 2000 and operates from five rooms in a converted Victorian house, in Edgbaston, close to Birmingham city centre. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year, except for bank holidays. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 45 children may attend the nursery at any one time. There are currently 55 children aged from four months to under five years on roll. The nursery currently supports a number of children with special educational needs and disabilities. The nursery also supports a number of children who speak English as an additional language. The nursery is registered on the compulsory part of the Childcare Register.

The nursery employs 18 members of staff. All hold appropriate early years qualifications to at least NVQ level 2. The manager holds a foundation degree in Early Childhood Studies. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides a child-centred environment in which children flourish. They are making remarkable progress in their learning and development. The staff know the children well and are focussed on meeting their individual needs, and overall, their independence is promoted. A raft of policies and procedures ensure that children's welfare is extensively safeguarded. The self-evaluation process is embedded and has resulted in changes that make a substantial difference to children's care and learning. There is a very strong capacity to maintain continuous improvements for the benefit of children and their families. The management and staff work extremely well with parents, external agencies and other providers to ensure children's well-being is fostered.

What steps need to be taken to improve provision further?

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

- develop further children's independent skills through all routine activities.

The effectiveness of leadership and management of the early years provision

The nursery benefits from dynamic leadership that cultivates an ethos of valuing children very highly and of recognising their individuality. Robust recruitment procedures ensure that all adults working with children are suitable to do so. Each

member of staff has a designated area of responsibility that they meet confidently. Staff are motivated to aim higher in all aspects of their work. Consequently, all staff attend courses regularly and three members of staff are working towards a degree qualification. This contributes effectively to the safeguarding of children and they have a well developed understanding of all policies including those relating to child protection.

The rigorous self-evaluation process involves all staff. They frequently evaluate activities and made changes to support children care and learning more effectively. For example, they have devised a system which encourages very young children to select a picture to indicate which nursery rhymes they wish to sing. The cohesive team works very well together and peer observations contribute to continuous improvement of practice in the nursery. Parents and children have contributed to the self-evaluation process and the management is responsive to suggestions. For instance, they have taken steps to comply with requests, such as, providing more water for children to drink. The nursery is continually evolving to reflect the management's quest to provide the best possible environment for children. This is exemplified by the outside play area has been redesigned imaginatively to encourage stimulating learning wherever children play. All recommendations from the last inspections are addressed competently to improve children's care and learning.

The successful partnership with parents is based on mutual respect and trust. The management and staff understand the importance of involving all parents in children's care and learning. Fathers have contributed to the building of a willow tunnel and parents are invited into the nursery frequently to observe activities. Owing to the nursery's success in promoting children's eating, the cook has produced a booklet of recipes which parents can use in the home. Parents' day provides opportunities to share information about children's progress and to discuss how children's care and learning can be further developed. Parents express immense satisfaction with the nursery. In particular, they cite the rapid progress that children make in their care and learning. They fully appreciate the welcoming atmosphere and the extra support given to ensure that liaison with other professionals is maintained in a stress free manner. There are long established partnerships with other agencies. Health professionals work consistently with staff to ensure they are conversant with programmes that support children with additional needs. The nursery works extensively with other early years providers. They consistently complement activities implemented in other settings to support children's learning effectively. There is a well established system for sharing information and to facilitate transition of children into school.

The nursery caters for children from a wide range of backgrounds. The staff are adept at meeting children's diverse and individual needs. The staff implement a broad range of activities that help children learn about other cultures and disabilities. Resources are deployed so that they are accessible at all times. Staff are valued as the best resource and empowered to implement strategies that they know work well for each child. The key worker system is highly effective because children are allowed to settle in before the adult with whom the child has bonded most is assigned to the key worker role.

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

Children make considerable progress in their learning and development because staff are well informed about the Early Years Foundation Stage. They are highly skilled at supporting children's learning through the daily routines and play activities. For instance, story time with toddlers is used to extend their vocabulary by introducing new words, such as, pliers. Children are asked to predict what might happen next and they count the numbers of toes mentioned in the story. Younger children are gaining an understanding of textures due to fun activities in which they use foam to explore the sensation of materials. Role play is also promoted as they place dolls in the foam and pretend to implement a bathing process.

All areas of learning are included in the vast range of activities. Children's skills in the use of information technology is extended by taking photographs which they are beginning to print themselves. Children's mark making skills are encouraged as they freely access writing materials. More able children are encouraged to write their names in preparation for school. The free-flow system in the baby unit encourages children aged under two years to maintain the relationship they have forged with staff who care for younger babies. Babies have more space to move around as they explore the adjacent rooms. Photographs of family members are displayed on a low board and children in the baby unit often remove and carry these round during activities. Consequently, the link with home is reinforced and children's sense of security is nurtured immensely.

Throughout the nursery there are vibrant displays of children's work and their photographs. A vast provision of exciting resources cater for all age groups. The large outside area provides a highly stimulating environment that promotes all areas of learning successfully. Sensory learning is achieved due to different textures, the range of colours, the smell of some herbs and the sounds created by banging the xylophones or by blowing a horn. Children learn balancing skills by walking on low beams and they have ample space to ride around confidently on bikes and scooters. They have opportunities to find bugs in a designated area and count slugs which live in the tree trunk. Clocks are placed in strategic spots and used for role play and story telling activities. Staff join in enthusiastically with all types of play. For example, they sit at the sand pit and talk to children about filling and emptying containers to promote mathematical language. Different areas are designated for growing plants and vegetables to raise children's awareness of living things and sustainability. The wealth of interesting activities contribute significantly to children's skills for the future.

Staff are committed to helping children learn effectively. For this reason they carry out frequent observations. Staff consistently observe children and use the information gained to plan for groups and individuals according to preferences. Links are made throughout with the Early Years Foundation Stage framework and records of children's progress are maintained. Staff are highly skilled at including challenges that move children on to another level in their development. They understand how to provide more complex cutting opportunities with a variety of

textured materials for children who enjoy this activity. Children with additional needs are supported sensitively because staff create opportunities for involvement in all activities by adapting these to their ability. This reflects significantly the very strong focus on inclusion.

Children's good health is fully promoted. Procedures to protect children against infection are implemented rigorously throughout the nursery. Children's independence is primarily promoted through hygiene procedures. However, it is not fully extended to self-help skills at meal times. All children, except babies, are gaining an awareness of the importance of dental hygiene by brushing teeth after meals. Children are also developing understanding of physical activity on the body. They can correctly identify the effects of such activities as jumping and running. The nursery provides vegetarian meals which are freshly cooked daily to provide a varied, balanced diet. Children enjoy their lunch and several request second helpings. Water is accessible and children understand that used cups are stored separately. Throughout the nursery children treat others with respect. They often ensure that peers have access to required items, for example, cups and cutlery. Children are well behaved because staff are excellent role models who speak politely and good behaviour is encouraged due to frequent praise. The wealth of learning opportunities and supporting resources ensure that children gain a valuable experience as they progress towards the early learning goals.

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	1

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	1
The extent to which children achieve and enjoy their learning	1
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