

Cheeky Monkeys Childcare

Inspection report for early years provision

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Inspector Sandra Elizabeth Williams

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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 Monkeys Childcare is a privately owned nursery which has been registered since February 2010. It is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. It operates from three rooms in Abbotsvale Community Centre in Barrow-in-Furness, Cumbria. The children also have access to two outdoor play areas. The nursery is located close to local schools, shops and parks and it serves the local area. The nursery is open from Monday to Friday from 7am until 6pm for 51 weeks of the year.

A maximum of 48 children may attend the setting at any one time, of whom, no more than 14 may be under two years of age. There are currently 53 children on roll in the early years age group, none are in receipt of funding for nursery education. 11 older children attend the out of school and holiday club. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 11 members of staff who work with the children, all of whom hold appropriate early years qualifications to a minimum level 3. One member of staff is working towards the Early Years Professional Status and the manager is working towards a Foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff respect and get to know each child's individual needs and abilities. They use their understanding of the Early Years Foundation Stage to provide satisfactory learning and development opportunities in most areas of learning. Children are making satisfactory progress in their learning, given their starting points, age and ability. Their welfare and safety needs are mostly met, however, there are procedures that are currently not sufficiently robust, such as, the administration of medication, the security arrangements and the risk assessments. Partnerships with parents are good and systems for sharing information with other providers and professionals are in place. The manager and staff have undertaken a self-evaluation process to identify their strengths and areas for development to promote continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written permission for each and every medicine from parents before any medication is given to children. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare 22/07/2010

Register)

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

- review the risk assessment to include everything children come into contact with, including the berries on the tree in the outdoor play area. Also ensure that the fire exits are free from obstructions and are easily accessible
- extend the continuous provision to improve children's physical development in coordination, control, balance and climbing skills
- ensure that systems for verifying the identity of visitors and keeping a record of their details are consistently implemented by all staff.

The effectiveness of leadership and management of the early years provision

Children are satisfactorily safeguarded because staff have a sound understanding of safeguarding procedures and they have attended appropriate training. Recruitment procedures ensure that persons working with children are checked for suitability. Written risk assessments take into account most of the safety requirements in order to keep children safe. However, they do not currently take into consideration the accessibility of all of the fire exits or the safety of the berries from the tree in the outdoor play area. Security is generally well managed to ensure children cannot leave the premises unsupervised. However, staff do not consistently check visitor's identification or keep a record of the visitors details. There are procedures in place for recording the administration of medication to children, however, this does not currently include written parental permission for each medication before it is administered. This is a breach of a legal requirement. Children are kept safe on outings due to the risk assessments undertaken.

Staff take steps to ensure that all families and children are welcome and they have developed policies to ensure that they promote inclusion and anti-discriminatory practice. They ensure that resources are well deployed so that they are easily accessible to children which encourages their independence and ability to make choices. The staff engage with parents very well, exchanging information regularly with them. The notice board at the entrance to the nursery provides parents with very useful information and this encourages good partnership working. Parents are encouraged to be involved in their children's learning by taking part in some of the activities, such as rhythm time and outings to the library. They also actively contribute to their children's learning records by including photos and notes of what the children have been enjoying at home. The staff work closely with other agencies and providers of the Early Years Foundation Stage, such as health visitors, children's services and local schools. This enhances the quality and consistency of the care provided for the children.

The staff work well together and have completed the self-evaluation process so that they are generally aware of their strengths and areas for improvement. They have identified and already addressed some improvements since registration and

they are very receptive to the advice and support received from the local authority support workers.

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

Children enjoy attending this welcoming and friendly nursery. The key-worker system in place ensures that staff get to know the children and parents well, and are able to help the children settle and develop their own interests. Children that are new to the nursery are provided with lots of support and reassurance and they quickly settle and enjoy playing with their favourite toys. Children are making satisfactory progress in their learning and development as staff are developing an understanding of the Early Years Foundation Stage requirements. Staff obtain information about children's starting points from parents initially, and then make their own assessments from the observations undertaken throughout the sessions. The staff have begun to develop individual progress files for each child detailing observations of their achievements, and this information is being used to track children's progress in their learning. The staff provide continuous provision and there are resources that cover most areas of learning. However, children do not have continuous access to outdoor play equipment to sufficiently help them to develop their skills in climbing, balancing and coordination.

The children learn important lessons, such as, being kind to each other and taking turns in their play. They are encouraged to behave appropriately in order to keep themselves and others safe. For example, when children have disagreements, staff intervene skilfully and explain it is unkind to hit each other and the children are encouraged to apologise to each other. The children learn the importance of staying safe, for example, when using scissors, staff remind them to be careful. Also when the floor is wet, the children know that they yellow sign mean they need to walk slowly so that they do not slip. Children feel safe as they form close relationships with staff and other children in the nursery. They enjoy cuddles and reassurance if they are feeling upset or unsettled. They learn to adopt healthy lifestyles as they are reminded about everyday hygiene routines, such as washing their hands before eating. The staff ensure the baby room floor is kept clean by providing visitors with protective covers to wear over their shoes, so that crawling babies are protected from germs. The children enjoy healthy meals and snacks and they have access to drinking water throughout the sessions. They enjoy regular opportunities for fresh air and exercise in the outdoor play area as they play on the scooters, slide and see-saw.

The children really enjoy learning about the world around them, including learning about living things. Whilst playing outside they begin to search for mini beasts. They find four different insects and enjoy studying them through the magnifying glass. They delight in watching the snail climb up the tree trunk and they guess how long it will take to reach the top. Children also learn about the wider world as they celebrate festivals, such as, Chinese New Year and as they learn words in different languages from the labels around the room. Children who speak English as an additional language are well supported as the staff source resources in their own language, such as story sacks, to help them feel included in their

environment. Children develop skills in every day technology, such as playing with toy laptops, radios, torches and computers. Children's creative development is encouraged through a number of different media. They enjoy playing with musical instruments and taking part in rhythm time. They also enjoy painting and playing with play dough.

Children learn about sustainability as they help to recycle plastic and paper and use household items for junk modelling. The children learn about numbers as they count the insects that they find outside. They learn about size and shapes as they build a tower with building blocks and comment on how tall it is. They develop their mark-making skills as they use chalks to draw a cycle route outside and as they draw around each other on the wall. They are developing a love of books and particularly enjoy listening to the staff reading the Bear Hunt story. Overall, children benefit from their time spent learning through play at the nursery.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 22/07/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 22/07/2010