



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119725

DfES Number: 564765

INSPECTION DETAILS

Inspection Date	01/12/2003
Inspector Name	Sue Williams

SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Cheeky Chimps Fun Club
Setting Address	47a Monkton Street Ryde Isle of Wight PO33 2BB

REGISTERED PROVIDER DETAILS

Name	Mr Ricky Vaughan LARBALTESTIER
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Cheeky Chimps Pre-School and Fun Club (after school club ASC) opened in 2003 and 1997 respectively.

It operates from one large main playroom with a staff room, vestibule and two separate toilet facilities. The premises are fully enclosed when gated. There is a designated parking area and a garden area to the rear of the property for outside play. The latter comprises grassed and decking areas.

There are currently 24 children on roll in the pre-school including 13 funded 3 year olds, and 82 children in the after school club. Children attend for a variety of sessions. The setting supports one child who speaks English as an additional language. There are currently no children with special needs.

The group opens 5 days a week Monday to Friday all year round. The pre school opens from 08:45 -14:45, the after school club 15:00-18:00

Two full time staff and two part time staff work in the pre-school and 5 full time and 1 part time staff work in the after school club. Over half the staff have early years qualifications to levels 2 and 3 and two staff who work in the after school club have leisure and sport training. The setting receives support from the Early years development and Childcare Partnership (EYDCP)

How good is the Day Care?

Cheeky Chimps Pre-School and Fun Club (after school club ASC) provide good care for the children.

The premises are safe, secure, very clean and well maintained. The team are vigilant about risk assessment and supervision of the children. Staff are suitably experienced and qualified to care for the children.

Ratios are maintained, space is extensive.

The rooms are arranged to provide comfortable areas for the children to enjoy concentrated activities, quiet or robust play. Resources and furniture are of good quality. The furniture allows children to develop according to their individual needs in a light, warm, visually stimulating, comfortable and relaxed environment.

Activities are many and varied. The pre-school team are working toward children's play and activities underpinning the early learning goals. The ASC has a different ethos. Children enjoy socialising in a supported, well resourced environment. Equality of opportunity is woven throughout the provision and there are some resources to promote positive images of a diverse society, however resources to reflect positive images of disability are limited. Dietary needs are recorded, healthy eating is promoted within the setting and children are provided with regular drinks throughout the day. Management of behaviour is consistent and there is a great emphasis on the positive. Praise is awarded for good behaviour, achievement and kindness.

Partnership with parents is good. Staff work with parents and other professionals where children need extra support. Parents know staff have a duty to protect the children. Information is exchanged in a variety of methods to keep parents informed about the provision and their child's progress.

What has improved since the last inspection?

There were no actions raised at the last inspection.

What is being done well?

- The provision gives impeccable attention to promoting health and hygiene and limiting the spread of infection and disease. A sick child policy with exclusion clause ensures infection is contained. The toilets are scrupulously clean and fresh smelling. Staff constantly monitor the facilities and top up paper towels and tissue. Hand washing is encouraged, use of tissues, clean surfaces and checking of the outside play areas all promote hygiene and good health within the setting.
- Partnership with parents is friendly yet tempered with professionalism. The team work within the bounds of professional confidentiality. Information about their child and the provision is shared with parents in a variety of ways. A very comprehensive set of standards which includes all the policies and information about the provision is made available to all parents. Two dates are offered each half term inviting parents to discuss their child's progress with the key worker or member of staff. Parents can make anonymous suggestions and comments. Newsletter, admission forms and daily verbal exchanges between staff and parents further extend methods of communication.
- Safety and security are high on the agenda in this provision. All staff are made aware of health and safety policies and uphold these in practice. Supervision is diligent. The entire premises are secure. Parents ring to gain entry and a gate separates the main play room from the front entrance.

Ratios are high and outside visits carefully arranged. The risk assessment is reviewed regularly, vetting of new staff is rigorous. Strategic measures are taken to minimise accidents within the setting and on outings.

An aspect of outstanding practice:

Cheeky Chimps excels with the Fun Club provision for after school activities. The top sport equipment, staff trained in sport and leisure who know how to maximise the equipment and the transformation from one type of provision to another with the same equipment is notable. The setting takes on a whole new dimension which meets the needs of the older age group but balances this with the requirements of the younger less confident or robust children attending. All children are happily engaged with the activity of their choice whether it's in the lounge/computer room with books and comfortable armchairs, using the soft play equipment (made into a train on the day of inspection), the pool table or energetic play with football and goal posts. The furniture, quality resources and layout of the premises to accommodate the needs of all the children is where this provision really shines.

What needs to be improved?

- resources to reflect positive images of disability.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
9	extend existing resources to include positive images of disability.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Cheeky Chimps is generally good overall. It enables children to make very good progress towards the early learning goals in their physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a good understanding of the early learning goals and plan activities to cover all areas of learning. They are good role models and enthusiastic. They know the children well, they listen to them and value their contributions to the conversation. However the daily plans do not always reflect or meet the needs of individual children

The quality of leadership and management is generally good. The leadership is dynamic and committed to the improvement of facilities for children and staff. They are supportive of staff, offering the opportunity for on going training, to further their knowledge and understanding of child care issues. They are open to new ideas and ways of working, then using an informed decision are able to move their practice forward.

The quality of partnership with parents is very good. They have access to a comprehensive policy pack and prospectus. They are encouraged to share information about their child's achievements and abilities with the key worker at registration, which is used by staff to assess the individual needs of the child. Parents are pleased with the provision offered, they find both staff and management friendly and approachable.

What is being done well?

- The staff and leadership are enthusiastic, they know the children well and value their individual contributions. They plan and facilitate a wide range of fun, child led activities which cover all areas of learning.
- Children show an awareness of space, of themselves and of others. They are adept and skilled, using both large and smaller equipment with ease, particularly in creating their own 'space' with the soft play equipment.
- Children are confident communicators, they are allowed time to express their feelings and creativity to their satisfaction, for example through role play, which is supported and extended by staff appropriately.
- Children are developing an appreciation of books and the written word, they know how to handle them appropriately, they enjoy looking at them in the comfortable book corner, and listen attentively when stories are read to them.
- Children have a clear and fair understanding of 'right and wrong', and are aware how their actions may affect others in the group.

- The partnership with parents is very good, they have access to clear and comprehensive information about the setting and their child's progress and achievements.

What needs to be improved?

- the daily plans and evaluation of activities to ensure the individual needs of all children are met.
- children's access to natural materials, i.e. sand and water.

What has improved since the last inspection?

This is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and happy to leave their carers. They show concern for one another and have made friendships with other children. Children take turns and share resources, they are able to make independent choices and self select activities from low level units. They receive clear messages from staff and are beginning to understand how their actions affect others in the setting. However children are not always given the opportunity to further develop their independence, e.g. at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident to talk in small and large groups. They are able to express themselves and make their feelings known. Children enjoy looking at books and handle them appropriately. They recognise print carries meaning and are able to find their own name cards. Some children are able to write their own names and sound out letters. However more able children do not always have the opportunity to practice writing their names.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing an understanding of numbers and their value through rhyme and song, e.g. 5 little speckled frogs. Children compare and contrast size and shape during role play e.g. matching shoes and gloves. However children do not always have the opportunity to further develop their understanding of mathematical concepts through everyday activities -e.g. setting the table for lunch, counting children and adults at registration.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are encouraged to make predictions and to think for themselves. They show an interest in why things happen and why things work. Children find out about their local community through visits and talks from 'people who help us'. They are developing an understanding about the natural world through planting and growing seeds, and making bird feeders. Children have access to programmable toys, which they use with confidence and familiarity.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move freely, with confidence and co ordination around the setting. They negotiate obstacles and each other with ease. Children show an awareness of the importance of looking after their bodies, e.g. resting after lunch and exercise, and through the toothbrush exchange. Children are familiar with and use appropriately a range of small tools. they also work together to construct 'dens' with large soft play cubes.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are very imaginative, they act out their own experiences through role play activities. They have access to a variety of musical instruments, they enjoy singing, and are confident and supported in expressing their own feelings through song. Children enjoy the activities on offer and have time to complete them to their satisfaction. However they have limited access to sand and water play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve daily plans and the evaluation of activities to ensure the needs of all children are met;
- increase the opportunities for children to access sand and water play.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.