

Cheeky Monkey's Pre school

Inspection report for early years provision

Unique reference number	EY361198
Inspection date	25/03/2011
Inspector	Susan Andrews

Setting address	Coalville Adult School Hall, Bridge Road, Coalville, Leicestershire, LE67 3PW
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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 Monkey's Pre-school was registered in October 2007 and operates from the single-storey Adult School Hall building that can be easily accessed by all children. There is a small enclosed outdoor play area. The pre-school is situated in Coalville, Leicestershire.

A maximum of 26 children may attend the pre-school at any one time. The setting is registered on the Early Years Register, the compulsory and the voluntary part of the Childcare Register. It is open during term time on Monday, Wednesday and Friday from 9.15am to 12.15pm and on Tuesday and Thursday from 9.15am to 3.45pm. There are currently 42 children aged from two years to five years on roll.

Children come from the local community and nearby towns and villages. The pre-school currently supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

The setting employs nine childcare staff. All staff hold appropriate NVQ Level 2 and 3 early years qualifications and two staff members are working towards an Early Years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate a genuine desire to meet children's individual needs and provide a welcoming and friendly setting for all. Children are safe, have fun and make good progress in their learning and development. Staff are skilled and have a good overview of how to effectively implement aspects of the statutory framework for the Early Years Foundation stage. The setting forms strong links with parents, carers and with other's involved in the children's lives to ensure continuity of care. Good organisation and well established documentation, policies and procedures keep children healthy and safe. Systems of self-evaluation and reflective practice are in place that celebrate success and drive improvement.

What steps need to be taken to improve provision further?

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

- develop the existing observation and assessment systems to more effectively identify what children are learning and use these to plan for children's next steps
- develop further the range of activities and resources that promote diversity and reflect positive images of culture, gender and disability.

The effectiveness of leadership and management of the early years provision

Staff work together with drive and enthusiasm to ensure the smooth day-to-day running of the setting. Rigorous recruitment, induction procedures and ongoing staff training, ensure staff have relevant knowledge and experience and are suitable to work with children. A strong commitment to keeping children safe is evident, systems are in place and children are well-supervised. Appropriate accident records are kept and a member of staff with a first aid qualification is always present to be able to respond positively should a child have an accident or become unwell whilst at the pre-school. All required health and safety policies and detailed risk assessments are in place to identify and reduce potential hazards and these guide staff in ensuring that children's welfare is protected. Staff recognise the signs and symptoms of abuse and are aware of their duty regarding the procedures to be followed, should they have a concern about a child in their care. Therefore children are safeguarded.

Children access a stimulating learning environment indoors and outside through a variety of inviting and enjoyable play experiences. There are ample resources and a good balance between spontaneous, child initiated activities and those that are planned and led by adults. Children's uniqueness is valued and this ensures that no child is disadvantaged. Observation and assessment systems are in place to monitor their progress through the six areas of learning.

Effective methods, such as the key person system, are in place and this ensures that relationships between staff, children and parents are secure. Daily discussions are used to aid communication. A good two-way information sharing system enables staff to care for children consistently with regard to their individual needs, interests and parental preferences. Parents spoken to during the inspection, feel they are given a good range of information, their views are taken into account and they feel confident that their children are happy at the pre-school and receive good quality care. Liaison with others involved in children's care and links with local schools are well established to aid a smooth transition as children move on in their education.

Strategies for the setting's self-evaluation and reflective practice are in place that celebrate strengths and identify areas for further development of the pre-school provision. Documentation and required records are well-maintained and reviewed on a regular basis to ensure compliance with regulations.

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

Children enjoy their play and make good progress in their development through the range of activities and experiences provided. A good range of resources are freely accessible, promoting children's choice and independence as they self-select. However, activities and resources that reflect positive images of culture, gender

and disability are limited. Children are confident and relaxed in the presence of all staff. This is evident as children involve staff in their creative and imaginative play. For example, when involved in art and craft activities, staff and children make pretend sandwiches with the play dough or during role-play they create a hairdresser shop and children comb a staff member's hair. Children are confident to explore their environment. For example, they choose spontaneously to play indoors or outside. Children are curious and inquisitive as they learn about the world around them. For example, they compare and examine the different textures of potting compost and sand.

Staff provide a balanced programme of activities and children are establishing a sound basis to develop future skills. For example, they celebrate a range of multicultural festivals and events and enjoy a full range of arts, crafts and musical activities. Children show growing practical awareness of numbers, shapes and sizes as they count the number of children present at 'circle time' and build and balance towers of bricks. Children show interest in letters that form their name which they are beginning to write and recognise on their artwork. Staff listen to children and engage them in lively and fun conversations that expand their language, such as 'find the floating feather'. Children show a real interest in shared books and sit enthralled as they listen to favourite stories.

Staff observe and assess children during their play and routines. They maintain learning journeys containing a written and photographic record of what individual children are doing. From this, they begin to identify children's interests and plot their progress through the six areas of learning. However, evidence of what children are actually learning is not always clearly identified. Consequently, this means staff are not always able to build on what children know or effectively plan for their next steps.

The pre-school, promotes healthy lifestyles and the setting ensures children have fresh air each day and indoor exercise opportunities such as movement to music, during inclement weather. Staff encourage children to recognise the importance of personal hygiene, for example, they wash their hands after using the toilet and before eating food. A positive social atmosphere is created where children sit together in small groups and eat healthy snacks that include fresh fruit, such as apples and bananas. Children have access to drinking water and are encouraged to remain well-hydrated

Staff implement a range of methods that help children manage their own behaviour and understand how their behaviour affects others. For example, they are consistent, use clear age-appropriate explanations and offer lots of encouragement and praise. For example they say 'good boy well done', and 'that is kind of you to share'. Children take turns when involved in activities or playing with their toys and they are helpful and kind. For example, children share a pot of bubbles and take turns to blow and chase them, squealing with glee as they float up into the sky.

The setting effectively recognises the uniqueness of each child so that no group or individual is disadvantaged. Good relationships are fostered between parents and others involved in the children's care. Consequently, children make good progress

according to their starting point and capabilities. They learn, develop and have fun during their time at the setting.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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