

# Cheeky Monkeys Playgroup

Inspection report for early years provision

---

<b>Unique reference number</b>	321493
<b>Inspection date</b>	24/05/2011
<b>Inspector</b>	Elisia Lee
<b>Setting address</b>	Westfield County Infant School, Askham Lane, Westfield, York, YO24 3HP
<b>Telephone number</b>	01904 783 377
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

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 Playgroup is run by a voluntary management committee. It was registered in 1992 and operates from a room within Westfield Primary Community School, in the Acomb area of the City of York. Children have access to the school's facilities and to a secure enclosed outdoor play area. A maximum of 18 children aged two to five years may attend the setting at any one time. The setting is open Monday to Friday from 9am to 12pm term time only.

There are currently 24 children on roll who are within the early years age range. Of these, 15 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register.

There are three members of staff, including the group leader, who work directly with the children. Of these, two hold a qualification at level 3 in early years and one holds a qualification at level 2 in early years. The setting is a member of the Westfield Childcare Partnership, and the Pre-School Learning Alliance. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children settle quickly and make good progress in this bright, stimulating and inclusive environment. They are valued as unique individuals and high priority is given to making sure all children receive targeted support. Overall, children enjoy a varied and interesting range of activities and resources. Successful engagement with parents, carers and other early years professionals ensure children's welfare and learning needs are successfully met. All of the required documents to promote children's safety are well maintained. Effective systems to evaluate the quality of the setting are in place; as a result the setting shows a strong capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop further the organisation of resources in order to make them more accessible for all children.

## **The effectiveness of leadership and management of the early years provision**

Robust vetting procedures ensure all staff are checked for their suitability to work with children. All staff have attended safeguarding training and clearly understand

their responsibilities to keep children safe from harm. Documentation is effectively organised and clearly written, including policies and procedures which are shared with parents and carers. Risk assessments ensure that the environment is always safe, clean and fit for use. Children are made aware of safety procedures and regularly practise evacuation of the building in case of an emergency.

Managers, committee members and staff are enthusiastic and are committed to developing the quality of the provision. There are good self-evaluation systems in place, which ensure that improvements have a positive impact on the children's experiences. The recommendations made at the last inspection have been fully implemented. The deployment of staff and use of the available accommodation is effective. However, although there is a good range of resources they are not always organised effectively in order to make them accessible to all children. All staff are qualified and attend regular training to enhance their knowledge and skills. The setting is committed to actively promoting equality and diversity by ensuring all children's needs are fully met. For example, staff use Makaton effectively to support children's communication skills.

Staff are successful in working in partnership with other agencies to meet the needs of all children, particularly those with special educational needs and/or disabilities. Staff share relevant information with other providers of the Early Years Foundation Stage and work closely with the school and onsite children's centre. Staff engage well with parents and carers and regularly discuss children's ongoing progress. Information about the setting is clearly displayed. Children's artwork and informative learning journals clearly show parents and carers the quality of care and education that is offered. Parents and carers are always warmly welcomed and encouraged to continue activities at home to share in their children's progress. Parents and carers are proactive in supporting the setting through becoming committee members. They are very complimentary about the staff and the support they give to the children.

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

Children are cared for in a warm, welcoming and secure indoor and outdoor environment. They arrive eager to attend and immediately get involved in an activity of their choice. Staff have a good understanding of how to successfully support children's learning and provide a range of activities and experiences to engage children. The indoor and outdoor spaces are arranged effectively with designated areas to promote all areas of learning. Effective systems for flexible planning are in place. Observations and assessments are carried out regularly to enable staff to organise activities that the children have requested. For example, after reading a story, children make individual caterpillars using grass seed. They confidently discuss how to make the caterpillars and what the seed will need to grow. As a result children make good progress towards the early learning goals in relation to their starting points and abilities. Children's learning journeys are regularly updated, well-presented, informative and demonstrate their good progress across all areas of learning.

Staff are positive role models and establish very caring and supportive relationships with the children, which enables them to feel safe and secure. Children demonstrate good awareness of safety issues, such as the need to hold

hands when exiting the premises. Their understanding of the world is developing well through ongoing discussions and planned activities. Children are encouraged to develop their understanding of recycling and sustainability as they reuse socks and boxes to create their various designs in craft activities. Positive praise and attention from the staff ensures children behave well and they learn to respect each other and the environment. For example, they listen carefully, understand adult direction and confidently contribute to discussions throughout the session. Staff are skilled in asking open ended questions to promote creative thinking and reasoning skills and as a result children's communication skills are developing well. In addition children enjoy phonic sessions and reading stories. Children instigate their own play and use their imagination well such as, discussing and exchanging money in the role play area. They show a good understanding of numbers as they count how many children are in a line or the amount of cups on a table. Children play alongside children with special educational needs and/or disabilities, which significantly enhance the learning experiences for all children and help them to value, appreciate and embrace each other's differences. Such skills ensure they are well prepared for their future success.

Children are developing a good understanding of healthy lifestyles. For example, they eat a range of nutritious snacks, enjoy independent access to the outdoor area and have constant access to drinks. Good hygiene is encouraged as children independently wash their hands at appropriate times. During activities children learn about keeping themselves and other safe, such as learning to use play equipment safely. All children are included in all games and activities and each individual is made to feel special and valued.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

