

Cheeky Monkees Day Nursery

Inspection report for early years provision

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Inspection date

14/12/2010

Inspector

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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 Monkees Day Nursery was registered in 2010 and is one of four settings run by a limited company. It operates from three playrooms and associated facilities within a self-contained building located in Stockton-on-Tees. The setting operates weekdays from 7am until 6pm all year apart from bank holidays. They are registered on the compulsory and voluntary parts of the Childcare Register. They are registered for a maximum of 59 children, of whom not more than 35 may be aged under two years at any one time. There are currently 38 children on roll in the early years age range. There are six children on roll aged five to eight years.

The setting supports children with special educational needs and/or disabilities and children who have English as an additional language. The setting employs 10 staff. All staff hold an early years qualification ranging from level 3 to 5. The setting receives support from the local authority. Links are in place with others delivering the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a welcoming, inclusive environment where children and parents are recognised and valued as individuals. Staff understand the importance of working in partnership with parents and other professionals to meet children's individual needs. A broad range of resources and learning experiences are provided for children and they make good progress. Effective systems are in place to evaluate the service, care and education provided to promote continuous improvement and secures children's safety and well-being. The required documentation is in place and is very well maintained.

What steps need to be taken to improve provision further?

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

- provide regular opportunities for children to take part in outings to places of interest to develop their knowledge and understanding of the world and to help them to make connections between experiences at home, the setting and the wider community.

The effectiveness of leadership and management of the early years provision

A comprehensive safeguarding children from harm policy is in place. Staff show a good understanding of the procedure and have completed relevant training. They understand very well the action to be taken regarding the management of a complaint. Policies relating to the administration of medication and a lost or uncollected child are in place and staff have a very sound understanding of these.

All policies and procedures are shared with parents and are available on site. Effective recruitment and induction procedures are in place. Staff benefit from regular team meetings, access to pertinent training and a very supportive style of management. Their performance is monitored through the use of ongoing observations by management, individual supervision sessions and annual appraisals. Staff make effective use of policies and procedures to help preserve children's welfare. For instance, security of the premises is very well maintained and procedures for the collection of children are robust. Fire drills are carried out regularly and recorded. Risk assessment procedures are good. This process is supported effectively by daily risk assessments completed by staff in respect of the facilities and resources. Staff are very well deployed and children are very closely supervised. All visitors are screened and supervised by staff. Systems to evaluate the service, care and education provided are good. Areas for further development are identified and tasked accordingly. All staff and parents contribute to the process which supports continuous improvement.

Good use is made of space and children have easy access to a wide range of resources within the constraints of safety. Playrooms are divided into different areas to accommodate a variety of play experiences. Child-friendly storage systems allow children to make age-appropriate choices and self-select resources. This helps foster their decision-making and independence skills. Staff help raise children's awareness of diversity very well. Staff respect each child's cultural background. They present as positive role models to children and make use of an appropriate selection of activities and resources to reflect differences in a positive manner. Satisfactory procedures are in place to support children who speak English as an additional language. Staff understand the need to provide a range of opportunities to enable children to develop English to support and enhance their learning. Arrangements to support children with special educational needs and/or a disabilities are suitable and some staff have experience in this area. Several of the children on roll currently attend another setting. Staff have made suitable links with other early years practitioners delivering the Early Years Foundation Stage to support children's continuity of learning.

Parents are kept very well informed about their child's progress and events of the day. This is achieved through parents' access to their children's records, the effective use of verbal feedback, a home-to-nursery diary system and information displayed on notice boards. Parents are kept well up-to-date about their child's current interests and preferred activities to support their child's learning at home. They share pertinent information regarding their children's development with staff. Parents are very complimentary about the staff and the service provided. For example, one parent stated 'the nursery is very good and I would definitely recommend the nursery to other parents'.

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

Staff manage the admission of children into the nursery sensitively and the process is tailored to meet the individual needs of the child. Children settle very well. Children's individual needs are discussed in detail with parents and recorded as

part of the induction process. This enables staff to build a very sound understanding of each child's starting points. Staff discuss children's ongoing progress with parents and make effective use of systematic observations of the children. This allows staff to establish a good understanding of children's abilities and to identify very well the next step in each child's learning. Staff make effective use of the Early Years Foundation Stage to shape and inform their practice and to ensure that children receive lots of support and challenge. Planning is flexible and responsive to each child's interests and preferences. Children make good progress. Staff are enthusiastic in their interactions with the children and show a real interest in what children say and do. For example, during play a young child is encouraged to count and name the different colours of a selection of sponges. The child's ability to do so is readily acknowledged and praised. This positive reinforcement helps nurture children's confidence and self-esteem. Staff make positive use of the opportunity to extend the child's learning and talk to the child about the texture and size of the sponges. A good variety of adult-led activities are provided to complement children's free play. For instance, ring games, story time, baking and additional creative activities. Children go on walks in the local community. However, outings to places of interest are not regularly scheduled into the programme of activities for children to help raise their awareness of the local and wider community and to provide opportunities for social interaction with others.

Children's personal, social and emotional development is fostered effectively. Staff manage children's behaviour very well and use age-appropriate tactics in a calm and consistent manner. Children respond positively and their behaviour is very good. Close relationships are evident between staff and children. Staff are aware of and responsive to children's needs. Children are relaxed and at ease in the company of staff; they turn to them for reassurance and interact confidently with them. For instance, staff cuddle a very young child and speak warmly to them when they cry as their parent leaves the playroom. Consequently, the child soon settles. Children interact very well with their peers in keeping with their age and stage of development. This is demonstrated in the way that two young children play together at a water tray, laughing at each other as they splash in the water. Children are able to develop an age-appropriate awareness of safety. Staff give them simple explanations and gentle reminders of the boundaries. Children respond positively to this.

Hygiene standards are very well maintained. Staff present as positive role models and make good use of familiar daily routines to help promote children's understanding of the benefits of adopting good hygiene practices. Staff discuss any medical or dietary needs a child may have in detail with parents. Relevant information is recorded and these needs are very well met. Healthy eating is actively promoted. Meals and snacks are varied and nutritious. Children have access to fresh drinking water and other suitable drinks. Babies are fed in keeping with their individual routines. All children are able to rest and sleep in keeping with their own needs. Children take part in a good range of activities to support their physical development both indoors and outdoors. They access very well equipped outdoor play areas each day unless the weather is particularly poor. Indoors children enjoy activities such as dancing and action games. This enables them to test, practise and refine their physical skills whilst supported and encouraged by

staff. This helps to promote children's health and well-being.

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