

# Cheeky Monkeys

Inspection report for early years provision

---

**Unique reference number**

EY377817

**Inspection date**

03/08/2011

**Inspector**

Lynn Hughes

**Setting address**

Earls Colne Golf & Leisure, Airfield, Earls Colne, Colchester,  
CO6 2NS

**Telephone number**

07881 531765

**Email**

[helen@cheekymonkeysex.co.uk](mailto:helen@cheekymonkeysex.co.uk)

**Type of setting**

Childcare - Non-Domestic

---

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).

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 Nursery was registered in 2008 and is privately owned and run. It operates from a purpose built building within the grounds of the Essex Golf and Country Club. Two fully enclosed gardens provide appropriate areas for outdoor activities. The nursery is open from 7am to 7pm, five days, per week throughout the year.

A maximum of 68 children under eight years may attend the nursery at any one time, of whom 58 may be in the early years age range. There are currently 75 children on roll. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The nursery employs 10 members of staff. Of these, eight members of staff, including the manager hold appropriate qualifications to at least level 2.

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

Overall the quality of the provision is satisfactory.

This nursery delivers the Early Years Foundation Stage to a satisfactory standard with some aspects of good practice. Staff demonstrate knowledge of the children attending and generally provide appropriate care and activities to meet their individual needs. The setting has policies and procedures in place to enhance children's welfare, learning and development, however, these are not always consistently delivered by staff. The setting works in partnership with local schools to aid transition and is in the process of developing further partnership working to enable them to effectively share information with other early years providers. The management team have put together systems to enable staff to review and evaluate their practices, which are being further developed to include parents and children.

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

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

- develop the rigor of the planning process to consistently challenge and extend all children
- develop opportunities to work in partnership with other providers delivering the Early Years Foundation Stage to ensure progression and continuity for children who attend more than one setting.

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

Staff demonstrate suitable knowledge of safeguarding issues to enable them to effectively deal with any concerns about the children in their care. Key staff

undertake safeguarding training on a regular basis and cascade it to the rest of the staff during team training days and meetings. All adults working within the provision are suitably vetted and proof of their clearance is held on file. Children generally play within a safe and secure environment which is regularly risk assessed for hazards, although, daily safety checks are not always consistently carried out and documented. This is something the provider is looking to address through staff training.

The setting aims to promote good quality childcare within a relaxed and caring environment. The owner and staff work effectively as a team to implement new ideas and suggestions which will further improve the provision for children. The setting is beginning to develop further the systems for reviewing and evaluating the effectiveness of activities to ensure that they offer challenging and stimulating experiences for all children. The staff team take onboard comments and feedback from other professionals and make any necessary changes which they feel will have a positive impact on the outcomes for children. For example, following discussions with local authority development workers, they have developed a free-flow system within the provision which allows children to more effectively guide their own play and learning.

The nursery is set within a purpose built building which provides large, well-lit rooms. Toys and play equipment are presented on low-level storage units which enable children to make choices over their play and to develop their independence. Two enclosed gardens provide outdoor learning opportunities and benefit from being partly covered which enables them to be used throughout the year. Staff are suitably deployed to enable them to supervise children throughout the setting and to support their learning. Some toys, books and resources are available which enable children to learn about diversity and equality.

Staff work well with parents and use a range of methods for sharing relevant information with them. They talk on a daily basis, use daily diaries and provide open events for parents to come into the setting to discuss their children's progress and achievements. Parents respond positively to a questionnaire asking for feedback and their views on the provision. Their comments suggest that they are very happy with the provision and the way in which their children are progressing. Staff provide opportunities for parents to be actively involved in their children's learning as they send home details of the children's progress and their next steps for development. Parents are asked to evaluate their children's learning at home and to provide written comments for staff to use. The setting has good links with local feeder schools, however, has not yet fully implemented systems to enable them to work in partnership with other early years settings to promote continuity for children.

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

Children generally enjoy their time at the setting. They actively participate in freely chosen play experiences which enable them to explore learning across all six areas. Their welfare needs are met through the setting's policies and practices and

staff generally deliver these satisfactorily. The organisation of the playrooms for older children enables them to make choices over the type of play they participate in. For example, one room is set aside for messy activities in which they paint, stick, create collages and make models. A set of rollers with cut out shapes are used with brightly coloured paint to create some exciting masterpieces. A second room contains a range of more structured learning materials and resources. Children freely access these and generally understand how to use each piece of equipment. For example, materials from the practical life area are used to enhance children's concentration and hand-eye coordination, as they carefully transport dried rice and peas from one container to another. The third room contains a range of role play resources, construction toys and a comfortable book area. Whilst this system provides good opportunities for children to make choices over their learning, the lack of planning within the setting results in some children not being effectively challenged. Staff observe children's learning and record their observation in clear and well-documented learning journeys. The observations are used to plan for children's next steps in learning.

Children demonstrate knowledge and understanding about keeping safe as staff remind them of important house rules, such as walking indoors and picking up toys which might become a tripping hazard. They generally play within a safe environment, however, daily safety checks are not consistently carried out which results in some minor safety issues being missed. Children's health is satisfactorily promoted through the setting's policies and procedures. They are active and enjoy outdoor play and exercise on a daily basis in the nursery garden. They also go for walks in the local area and plans are in place to make use of a local wood to promote the 'Forest School' method of play and learning. Children are provided with a mid-session snack, as well as a home-cooked lunchtime meal. The lunchtime system enables children to develop independence skills. For example, they serve their own meals and are encouraged to pour their own water.

Children are settled within the provision and generally engage in play. They develop a good relationship with the adults caring for them and form small friendship groups. Children have some opportunities to learn about other people's cultures and beliefs through the celebration of festivals and special occasions. Children are generally well-behaved and understand the setting's simple rules. Some activities enable children to develop skills for the future, for example, they practise hand-writing skills as they access a range of mark making equipment, both indoors and outdoors. They are effective communicators and share discussions with each other and with the adults caring for them. Children's knowledge of people who help us is enhanced by the range of visitors who come in to see them. For example, a volunteer from a charity ambulance service shares knowledge of first aid with the children, whilst a local Police Officer talks to them about keeping safe.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	3
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
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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)

## **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