

# Cheeky Monkeys Colchester

Inspection report for early years provision

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EY425653

**Inspection date**

28/11/2011

**Inspector**

Lisa Mayes

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**Type of setting**

Childcare - Non-Domestic

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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 Monkeys Colchester was registered in 2011 and is one of two provisions under the ownership of The Childcare Personnel Company Ltd. It operates from purpose built premises in The Quarters area of Colchester, Essex. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play. The nursery is open for 51 weeks of the year and children attend for a variety of sessions from 7am until 7pm. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 66 children may attend the nursery at any one time. The nursery provides funded early education and supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs five members of staff, who all hold appropriate early years qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a secure environment that promotes children's welfare and ensures that most children's individual needs are met. Children generally enjoy their time at the nursery and they make satisfactory progress in their learning and development. However, some essential documentation to support the sound running of the nursery is not in place and resources in some areas are limited. Systems to monitor and evaluate the provision are evolving and staff have developed adequate partnerships with parents.

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

To meet the specific requirements of the EYFS, the registered person must:

- devise a clearly defined procedure for the emergency evacuation of the premises (Suitable premises, environment and equipment) 16/12/2011
- devise and implement an effective policy on administering medicines, including effective management systems to support individual children with medical needs (Safeguarding and promoting children's welfare). 16/12/2011

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

- provide resources which are appropriate, well maintained and accessible to all children across the six areas of learning, in both the indoor and outdoor learning environments.

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

There are adequate systems in place to ensure children are protected from abuse and neglect. Most staff are trained and know what action to take in the event of a safeguarding issue. They demonstrate sound knowledge and understanding of safeguarding procedures following the guidance outlined in the nursery's safeguarding policy. Recruitment and induction processes ensure that staff are suitable to work with children. Basic risk assessments are conducted each day to ensure all areas of the indoor and outdoor environment are kept safe and secure. In the event of a fire, staff know what action to take, but there is not a written procedure in place for the evacuation of the premises. All staff hold current first aid qualifications, however, there is no clear policy in place for administering medicines. Therefore, the welfare of all children is satisfactory.

Children and their parents are made to feel welcome. They are supported to settle well when they first join the nursery. Parents are encouraged to stay with their children during their initial sessions, providing an opportunity for staff and parents to discuss children's individual needs. Staff are developing sound relationships with parents, providing written feedback at the end of the session. A key person system is in place and parents are kept informed of their child's progress and achievements and have an opportunity to contribute to their child's learning journeys.

The manager is motivated to seek further improvement, in order to secure positive outcomes for children. Links are developing with other providers, in order to further support children. Satisfactory systems are in place to support children with special educational needs and/or disabilities. Staff adequately promote equality and diversity through planned activities and experiences throughout the year. The staff are supported by a Manager who is motivated to seek further improvement in order to secure positive outcomes for all children. Links are developing with other agencies in order to further support children. Systems are being developed to support children with special educational needs and/or disabilities.

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

Most children are developing a sense of how to stay safe within the nursery. Some children use their initiative and take responsibility for their own safety, whilst others require more regular prompting to walk as opposed to run in the pre-school room. Children access a range of activities and this enables them to make satisfactory progress across the six areas of learning and development. Most children are broadly content, settled and willingly take part in activities. Children play together and are supported to share resources. For example, they are encouraged to take turns with a bottle of bubbles outside.

Children are developing steady skills in communication, language and literacy. The book area is accessed by some children and they enjoy choosing books and looking at them with staff. However, there are less resources for children to engage in mark making activities and little opportunity to develop skills for the future, as the provision available indoors for role play is minimal. Children have the opportunity to develop their counting and sorting skills. For example, children count out the plates at snack time.

Children make some choices about the activities they engage in and generally enjoy exploring their environment. However, children have fewer opportunities to develop their independence skills and extend their play and some activities lack challenge to sufficiently support children's learning and development. For example, there are missed opportunities for children to develop their independence at snack time.

Children are beginning to understand the need for good hygiene routines. They are encouraged to be responsible for their own health and hygiene with regard to hand washing before snacks and meals. Younger children are offered appropriate support and reminded about washing their hands after going to the toilet. Children are provided with healthy meals, in line with their dietary needs, that are freshly prepared. All areas of the nursery are kept clean and hygienic and staff follow appropriate nappy changing procedures to minimise the risk of infection. Children access the outdoor area for a planned period of time during the morning. They enjoy the opportunity to engage in physical activities. For example, balancing as they walk over pieces of wood.

## 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	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### 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	3
The extent to which children develop skills for the future	3

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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