

# Cheeky Monkees Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY432058

**Inspection date**

12/01/2012

**Inspector**

Pauline Pinnegar

**Setting address**

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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.

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 Monkees Day Nursery is privately owned. It was first registered by the previous owner in 1993, and then re-registered in July 2011 with the current provider. It operates from two modular buildings in the grounds of The Links Primary School in Eaglescliffe, Stockton-on-Tees.

The nursery serves the local and surrounding areas. The nursery is accessible to all children and there is a fully-enclosed area available for outdoor play. The nursery opens Monday to Friday during school term times all year round. Sessions are from 7am until 6pm. Children are able to attend for a variety of sessions. The nursery also provides out-of-school care and wrap-around care for children who attend the host school. A maximum of 50 children may attend the nursery at any one time. There are currently 30 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The nursery employs nine childcare staff; of these, most hold appropriate early years qualifications at level 2, level 3 or above. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

Children settle well and make good progress in their learning and development in this welcoming and inclusive setting. The nursery practice is fully inclusive and all children are valued and treated with equal concern. Positive links are well established with parents and systems to work with other providers are developing, helping to support children's individual needs. Systems to monitor and evaluate practice are effective in identifying realistic and relevant areas for improvement. For example, developing the outdoor play area and the systems for assessment to further involve parents. This is providing a good basis for the setting's capacity to maintain continuous improvements and secure good outcomes for children. Policies and procedures are robust and effectively safeguard and promote children's welfare; all required documentation is in place.

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

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

- develop the arrangements to further involve parents in identifying their children's learning needs and contributing to their child's learning and development record in order to maximise children's learning

- develop the partnerships with other early years providers to support effective continuity of care and learning for all children
- develop the use of the outdoor area to further enhance children's play and learning opportunities, particularly in relation to investigation and exploration.

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

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. A designated team member, who is knowledgeable about child protection issues, takes a lead responsibility for safeguarding and all staff are aware of this. A clear and concise safeguarding policy is in place and is shared with parents. All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children, or having unsupervised access to them, are suitably vetted, qualified and experienced. A well-motivated staff team supervise children well and give good priority to keeping them safe, through conducting effective written risk assessments of the environment. The premises are welcoming and resources are placed at low level to encourage the children to make independent choices. Children's artwork is attractively displayed throughout the setting to boost children's confidence and self-esteem. However, the outdoor area is not yet used fully to extend children's learning and development during outdoor play, particularly in relation to opportunities for investigation and exploration.

An effective key worker system means adults know the children well and plan effectively for their development and individual needs. This is an inclusive setting where all children are welcomed by friendly and caring staff. Adults demonstrate a kind, calm and caring approach to children, which helps them feel valued and respected. Positive images of diversity are displayed around the setting, demonstrating that all are valued and welcome. The staff have a good knowledge of each child's individual needs which enables them to promote all aspects of children's welfare successfully. They work well as a team and are passionate about improving outcomes for children. They regularly attend training and best practice team meetings to update their skills and knowledge. Effective systems to monitor and evaluate the setting take account of staff and parents' views and the information is used to continuously improve and develop policies, practice and procedures.

Parents and carers are kept well informed about the provision and all aspects of their children's achievements and progress. The effective two-way flow of information, both verbally and in writing, ensures that parents are fully informed of their child's daily routine and activities. Staff obtain an accurate picture of the children from their parents during settling-in time and all information is recorded to identify children's starting points. The children's individual learning journeys are available for parents to view, and regular newsletters also keep parents well informed of the setting's activities. However, systems for parents to contribute to the observation and assessment process, in order to assist the planning process, are not yet fully established. This is an area the group has identified for

improvement. The nursery is beginning to form suitable links with the host school that some of the children also attend. The staff value their contributions as partners, but systems to share children's records of achievement are not yet embedded effectively to ensure continuity of care and education. This is an area identified by the group for further development.

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

Children are happy, settled and well occupied as the staff spend quality time talking and playing with them to promote their learning. The children are eager to attend this welcoming and stimulating setting where they make good progress in their learning development. The staff focus on children's enjoyment and achievement through play. They clearly demonstrate that they know the children well and go to great lengths to find out what interests each child and how much they know and can do. Staff observe the children as they play and record their findings. They plan a stimulating and interesting range of activities based on children's starting points, their interests and next steps in development. Children develop good social and independent skills and are encouraged to help with everyday activities, such as tidying up. They are learning to be kind, considerate and thoughtful to each other and the staff encourage them to share, take turns and adopt good manners. Children are starting to form friendships with each other and are confident and self-assured. Children are valued and the staff help them to feel good about themselves by frequently providing positive support, praise and encouragement, while managing their behaviour well; this helps build children's self-esteem.

Children enjoy using their imagination during craft activities as, for example, they make snowflakes from pieces of paper and glitter. They have good opportunities to develop their early writing skills and have easy-to-use chalks, crayons and pencils. They use water and brushes outdoors as they make marks on the perimeter fence. Children enjoy opportunities to join in creative activities, such as printing, cooking, collage and painting. They explore their senses, for example, with banana and chocolate scented desert mix, having fun making patterns with the toy farm yard animals. They also have fun exploring the rubber gloves outdoors which are filled with various media such as rice, sand and paint. Children enjoy listening to favourite stories and the staff are skilled in helping them to predict what might happen next, to enhance their learning. This love of books is complemented with trips to the local library. Children's simple mathematical development is encouraged through daily routines. They count confidently and show increasing skill in recognising and using numbers to support their play; for example, they calculate as they use jigsaw puzzles and construction sets. Children have fun as they use their imagination in role play and love to sing their favourite songs using a range of musical instruments. Children have good opportunities to develop their understanding of technology through the use of a computer and know how to use the compact disc player, camera and a telephone. These opportunities help children to develop skills for the future.

Children are learning to respect each other and have access to a variety of resources that promote positive images of diversity, including books, dolls and figures. Children are provided with ample opportunities for physical play and are helped to understand that exercise helps them to stay healthy. They use push-along and wheeled toys with confidence. Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency and talk about road safety on outings. Children are encouraged to follow good hygiene routines and know when to wash their hands. They learn about the importance of eating healthy foods through daily discussions and planned topics. All children enjoy the benefits of a variety of nutritious and well-balanced snacks and meals. Drinks of water and milk are available to ensure children remain hydrated. Mealtimes are relaxed social occasions when children and staff sit together around the table to enjoy their food and each other's company. The staff are fully aware of each child's individual dietary needs and ensure these are met.

## 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	3
The effectiveness of the setting's engagement with parents and carers	2

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

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### 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

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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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