

Cheeky Monkeys

Inspection report for early years provision

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Inspector Tara Street

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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*.

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Description of the setting

Cheeky Monkeys is a privately owned and managed nursery which was registered in 2003. It operates from a purpose built building attached to Chapel-en-le-Frith High School in Derbyshire. Children have access to a secure, enclosed, outdoor play area. A maximum of 48 children aged from birth to five years of age may attend the nursery at any one time; of these not more than 18 may be under two years of age. The nursery is open Monday to Friday from 8am to 6pm all year round. The nursery serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 78 children on roll who are within the early years age range and of these, 31 are in receipt of funding for early education. The nursery supports disabled children and those who have special educational needs. The nursery is registered by Ofsted on the Early Years Register.

There are 21 members of staff, including the manager, who work directly with the children. Of these, one holds a degree in Early Childhood Studies and 19 hold a qualification at level 3 in early years. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle very well and receive a good level of care because the qualified staff work closely with individual children and their families. All children make good progress in their learning and development. They enjoy a wide range of activities and resources which cover most areas of learning well, although this is less well developed in regards to outside play. Most policies and procedures are thorough, relevant and are implemented effectively to safeguard and promote children's welfare. Overall, partnerships with parents and carers, and other early years professionals are good and information is shared effectively. Staff are led well by a management team who demonstrate a good commitment to improving the provision.

What steps need to be taken to improve provision further?

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

- review procedures to ensure regular evacuation drills are carried out
- develop further ways to involve parents and carers as part of the ongoing observation and assessment process
- review the planning and resourcing of the outside play area so that it offers a challenging environment which supports and extends children's learning.

The effectiveness of leadership and management of the early years provision

Children are well-protected because all staff have a good understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Robust recruitment procedures are in place and staff are vetted for their suitability, protecting children's welfare. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the nursery. However, regular evacuation drills are not carried out to ensure that all children are sufficiently familiar with the routine for keeping themselves safe in an emergency. Children are effectively protected as the well-qualified staff team keep the premises secure and supervise the children at all times.

The whole staff team is enthusiastic and motivated towards providing high quality care and education for children. The manager and staff follow a detailed self-evaluation process and effectively involve parents and carers. This informs the nursery's action plan for improvement and results in the ongoing development of the provision and outcomes for children. A detailed equality and diversity policy outlines a commitment to promoting inclusive practice at the nursery, ensuring all children can achieve well regardless of their background. Overall, resources, including staff and the available accommodation, are deployed very well. However, the planning and resourcing of the outside play area, to ensure children are offered a challenging environment which supports and extends their learning, is less well developed.

The nursery places great value in ensuring that parents develop a sense of belonging with the nursery and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start which helps staff to have a sound knowledge of each child's background and needs. This is particularly true in the baby room. Informative notice boards and regular newsletters keep them informed of planned activities and events. However, opportunities to involve parents and carers as part of the ongoing observation and assessment process are less well developed. The nursery has good links with other early years providers and schools as they recognise the importance of this in helping children with transition to their Reception year. Staff demonstrate a very good awareness of how to support disabled children and those with special educational needs, and have robust systems in place to fully support individual children.

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

Children are happy and settled within the nursery. They behave very well as staff use appropriate strategies to encourage children's good behaviour. For example, two 'VIP's' are chosen daily to help set up the lunch table, choose a book or hand

out paper towels. As a result, children have lovely warm relationships with the staff and have lots of fun with them. They approach the staff as and when needed, demonstrating that they feel safe and secure. Babies and young children respond excitedly to the familiar faces of the staff and readily seek out adults for comfort and reassurance when they are upset or tired. Children make good progress in their learning and development. There is planned, purposeful play and exploration with a good balance of adult-led and child-chosen activities and this is very beneficial to the children. Detailed ongoing observation and assessment are undertaken by staff and provide a clear insight into the children's progress and achievements.

Children's language skills are encouraged well through imaginative play activities, where they dress up and develop imagined scenarios in the inviting play areas. For example children enjoy pretending to be doctors and confidently use stethoscopes to check their patients' heart beat and tummies. They are developing good skills for the future, as they become competent communicators and confidently use the computer. They listen attentively during story time and become increasingly aware of the purpose of text. For example, children are beginning to recognise their names as they hang up their coats and eagerly label their own work. Staff use effective questioning skills to develop children's vocabulary as they discuss the different animals in the book. An understanding of numbers is developed through simple counting exercises and older children recognise and repeat patterns with a range of resources as they play. They experience good opportunities to learn simple calculation through songs and rhymes or when counting the number of spoons of flour needed when making a cake. They confidently problem solve when building with construction materials and when playing a magnetic fishing game. Children's creativity is celebrated as their artwork is displayed throughout the nursery. They freely express themselves with a range of creative materials, using carefully considered painting techniques to create images of their choice. Babies and younger children enjoy discovering different sensations when they play with a variety of textured fabrics and materials as well as regular access to water play, gloop and custard. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and a good range of resources gives positive images of themselves and of the diversity within society.

Children follow good hygiene routines. Older children show understanding of how to stay healthy. They confidently talk about the reasons why they have to wash their hands before snack and after toileting. Babies and younger children are effectively supported to follow their own routines for sleeping. Outside children enjoy the challenge of the climbing and balancing equipment and the choice of wheeled toys. Freshly prepared snacks and meals provide children with a very good variety of healthy foods that include lots of fresh fruits and vegetables. Staff effectively support children's ongoing good health by maintaining good standards of hygiene at all times.

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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