

Cheeky Monkeys Colchester

William Harris Way, Colchester, Essex, CO2 8WJ

Inspection date	23/10/2012
Previous inspection date	28/11/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Opportunities for children and babies to extend their learning in the outdoor environment have not been fully embraced and outdoor resources are limited.
- Educational programmes do not adequately cover the seven areas of learning, for example, in technology, or provide appropriate challenge for children.
- There are breaches in safeguarding and welfare requirements that have an impact on the children's safety and well-being.
- Self-evaluation is not rigorous enough, and there is insufficient monitoring and reviewing of nursery practice.
- The arrangements for managing performance, and identifying and addressing the training and development needs of staff, are ineffective.

It has the following strengths

- Staff are friendly, caring and approachable and have formed positive working relationships with parents.
- The manager and pre-school supervisor are motivated and enthusiastic in bringing about change that will have a positive impact for children as they have a clear vision for continued improvement.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two care rooms and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records, planning, evidence of the suitability of staff, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of several parents spoken to on the day of inspection and information included in the self-evaluation documents.
- The inspector held meetings with the provider and the manager of the nursery and spoke to staff and children.

Inspector

Lynn A Hartigan

Full Report

Information about 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 children have use of rooms that

lead onto a garden for outdoor play.

The nursery is open all-year-round with the exception of a week at Christmas 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 compulsory and voluntary parts of the Childcare Register.

There are currently 53 children on roll. 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 seven members of staff, of whom six hold appropriate early years qualifications. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- plan challenging and enjoyable experiences for all children, both indoors and outdoors, with regard to all seven areas of learning. In particular, provide a suitable range of programmable toys, as well as everyday equipment involving information and communication technology
- ensure that the lead practitioner attends a child protection course and provide parents with accurate information about the safeguarding policy with regard to child protection. Ensure all staff members are aware of who is the designated staff member for safeguarding
- implement a clear and well-understood policy and procedures for assessing any risks to children's safety, and review risk assessments regularly
- ensure high quality learning experiences for all children by identifying and addressing the training and development needs of all staff.

To further improve the quality of the early years provision the provider should:

- monitor and evaluate the care provision and educational programmes more closely to implement well-focused development plans to widen the depth, breadth and challenge that enables children to achieve as much as they can
- review the key-person system to ensure that children who require additional help are supported and parents are provided with information, even when their child's key person is absent and replacement staff are used.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children and babies are cared for by welcoming, sensitive and caring staff. As a result of the efforts of the newly recruited manager and pre-school room supervisor, planning for the educational programme is beginning to develop and covers most areas of learning. However, as this has not been in place for long, practice is not sufficiently embedded. The range of activities provided for the children lacks challenge, and as a result, children lose interest quickly. There has been a positive impact for the children through the introduction of designated areas for learning within the playrooms. For example, older children can access a variety of messy, craft activities to express their creativity and develop mark-making skills as there is a large room available, which is set out for children to use throughout the day. However, children are not able to think critically and gain an understanding of technology, as opportunities for children to use everyday technology are limited. The nursery offers a large garden that children can access from their playrooms. However, this is not being effectively used throughout the day and is uninspiring for both the youngest and older children attending nursery. This is because it lacks resources, and the outdoor environment is not fully considered when planning for the seven areas of learning.

Practice is generally sound but is variable amongst staff. Children are not offered sufficient challenges because some staff lack motivation and enthusiasm, and there is not a wide enough variety of resources to support and extend children's learning. However, the quality of the equipment and resources that are available within the indoor environment is good. Staff are skilful in engaging children in conversations to develop their language skills by asking carefully framed questions. However, this is not consistent throughout the nursery, and therefore, some children are not encouraged to develop their conversation skills and express their thoughts.

The staff have only a basic knowledge of children's stages of development in order to provide activities at different levels. This is because assessments of what children can do and their starting points were not sought in the past. However, all the key persons are now monitoring the children's learning and progress more closely, and are beginning to identify their next steps and learning priorities; this in turn is being used to inform the planning. While children are making some progress, this is not rapid because activities still lack challenge, and not all staff actively engage and motivate children to learn.

Strategies are beginning to be introduced to ensure accurate and precise information is given to parents with regard to their children's learning. The learning journeys are readily available within the playrooms for parents to view at any time. A parents' notice board in the entrance hall is developing, and a range of useful information is displayed. Parents' verbal contributions at the inspection were positive about most aspects of the service provided. They comment on the friendly and approachable staff and how keen their children are to attend nursery.

The contribution of the early years provision to the well-being of children

The manager has now implemented a key person system and in the short time it has been in place, feedback has been very positive. Information on the importance of the role of key person has been provided for parents. However, no consideration has been given to what happens when staff are absent or when cover staff are used. As a result, at these times, there is little continuity of care, particularly for babies and children who require additional support.

The staff team are a caring group and most are experienced practitioners. Children and staff demonstrate affectionate attitudes towards each other. Babies and younger children receive eye contact and feel nurtured as they have lots of cuddles and reassurance. Older children also enjoy some positive interaction from staff, and children feel able to express their needs. For example, children request stories and ask for more fish at lunch time.

Staff model expected behaviours and children behave well in nursery as a result. They are encouraged to say 'please' and 'thank you' and are praised when they share and are kind to their friends. Opportunities are available to receive fresh air and exercise as children use the garden daily, and older children have great fun searching for snails and slugs. However, the garden is not particularly suited to the needs of the youngest children and babies, and lacks appropriate resources to support their play and development.

Children have not been well prepared to move on to school as appropriate support has not been in place. However, the new manager has recently made contact with the local schools, children's centre and other early years providers in order to develop positive partnerships to support and prepare children for when they leave nursery.

Children develop some awareness of healthy lifestyles as they eat healthy, nutritious meals and snacks. These are freshly prepared by the nursery cook who is aware of the children's individual dietary needs. Older children can independently access drinks when they feel thirsty. However, their independence is not encouraged at mealtimes. For example, drinks are poured for them, and plates are given out by staff as children do not take responsibility for setting the table. Staff risk assess the environment, and most children can play in comfort and safety. However, this is not consistent throughout the nursery, and there are potentially dangerous hanging wires in the baby room. All the playrooms are large and bright, but the baby room is not well organised to provide quiet, cosy spaces for the very young children to play. As a result, babies become unsettled when disturbed by visitors and children walking in and out of their room.

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

At the time of inspection the new manager has been in place for a short period. She is working closely with the local authority to ensure the nursery meets all the requirements within the Statutory Framework for the Early Years Foundation Stage. Areas for improvement have been identified but are not yet embedded in practice. For example, although the manager has identified in her action plans the need to create a more welcoming and interesting outdoor learning environment, this has not yet happened. Planning is now being monitored, but the short time that this system has been in place

means it is not yet sufficiently established to identify all areas needing intervention. Self-evaluation has had too little impact, and therefore, improvement to children's learning is slow. Weaknesses in staff practice have not been addressed because there is no effective staff development program in place to foster a culture of continuous improvement. As a result, children are not effectively supported in their learning. The manager is the designated staff member for child protection but has not attended the appropriate training. There is inconsistency amongst staff members as to who is responsible for child protection, and the safeguarding policy has not been updated to reflect the changes in the revised Early Years Foundation Stage; this is a breach of requirements and children may not be fully protected.

Practitioners generally work well with parents and external agencies, such as the area special educational needs coordinator. The manager is establishing warm and welcoming partnerships with parents. Prospective parents are welcomed and shown around the nursery. Information and a nursery prospectus are provided as well as regular newsletters.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY425653
Local authority	Essex
Inspection number	875820
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	66
Number of children on roll	53
Name of provider	The Childcare Personnel Company Ltd
Date of previous inspection	28/11/2011
Telephone number	01787221102

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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