

Cheeky Monkeys Childcare

Abbots Vale Community Centre, Abbots Vale, BARROW-IN-FURNESS, Cumbria, LA13 9PA

Inspection date	14/01/2013
Previous inspection date	08/07/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled in this welcoming and inclusive nursery where they enjoy secure and trusting relationships with their key person and other staff.
- Partnerships with parents and external agencies are well established and effective. This ensures that all children, including those with additional needs, receive a good level of support and consistency in their care and learning.
- Children are happy, motivated and interested in their play. They show good levels of independence and curiosity and benefit greatly from the good balance of adult-led and child-initiated activities provided.
- Staff have a good understanding of safeguarding and health and safety procedures. This helps to ensure that children remain safe and secure whilst at the nursery.

It is not yet outstanding because

- Resources, such as puppets and other props, are not consistently used by all staff to encourage some of the younger children's listening and attention skills during story time.
- Resources for children to investigate the natural world outside, such as, observing the effects of the wind, are not readily available to the children.

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 three activity rooms and the outdoor play area.
- The inspector held meetings with the manager and spoke to the members of staff and children during activities.
- The inspector looked at a sample of children's learning journals, planning documentation and operational files consisting of policies, staff qualifications and suitability documentation.
- The inspector took into account the views of parents spoken to on the day of the inspection and written comments by parents.

Inspector

Sandra Williams

Full Report

Information about the setting

Cheeky Monkeys Childcare was registered in February 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned nursery situated within Abbotsvale Community Centre in Barrow-in-Furness, Cumbria. The

nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 13 members of child care staff, all of whom hold appropriate early years qualifications to a minimum of level 3. The manager holds a level 4 qualification in management and two members of staff are working towards an early years degree.

The nursery opens Monday to Friday all year round apart from Christmas. Sessions are from 7.30am until 5.30pm. Children attend for a variety of sessions. There are currently 76 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. Older children attend the out of school and holiday club. The nursery supports children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- consider using resources, such as puppets and other props more consistently to encourage children's listening and attention skills during story times
- make more use of the outdoor area by making available resources for children to investigate the natural world, such as, providing chimes, streamers, windmills and bubbles to investigate the effects of the wind.

Inspection judgements

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

The manager and staff have a good knowledge of the seven areas of learning and ensure that a very stimulating range of activities are provided to help children of all ages make good progress in their learning and development. Important initial information is gathered from parents about the children during settling-in sessions. This information helps the children's key person to assess their starting points and individual learning needs. The staff get to know the children's interests and individual requirements very well and plan activities accordingly. Parents contribute to their children's learning journals and read information displayed on the parents' noticeboard about planned activities. They are also actively encouraged to attend the nursery for 'parents' play days' which enables them to take part in various activities with the children. All of these methods are highly effective in helping parents to be fully involved in their children's learning and development.

Staff use the guidance 'Development Matters in the Early Years Foundation Stage' to accurately assess and track children's progress and plan for the next steps in their learning. Staff and documentation confirm that all children are making good progress towards the early learning goals, given their starting points. Staff have a good understanding about the characteristics of learning and they use effective teaching methods to promote suitable challenges to extend the children's learning. Children are well supported in acquiring good communication and language skills as they engage in conversations with the staff and their peers as they play together. They also enjoy regular phonic sessions and are beginning to recognise letters and sounds. For example, during group time, as they talk about the days of the week, they are able to recognise the letter and make the sound 'M' for Monday. When the children are playing outside, staff encourage their listening skills as they ask the children what they can hear. They hear birds singing and traffic noises. During story times, most children enjoy listening to the stories and answering questions about the stories. However, resources, such as puppets and other props are not consistently used by all staff to encourage some of the younger children's listening and attention skills during story time, which sometimes results in some children becoming a little restless.

Children are making good progress in their mathematical skills as they are encouraged to count in many situations. The environment is rich in numerals displayed on the walls and various number games. Some children can count to 15 and are beginning to recognise numerals. Others enjoy making shapes with their fingers, such as circles and diamonds. Whilst playing with water and sand, staff extend children's learning about volume and weights as the children fill and empty different sized containers. Children confidently use a wide range of technology equipment, such as, computers, printers and programmable toys in the role play area as well as torches and magnifying glasses for exploring in different environments. This helps them to understand how technology is used for many different purposes.

Babies enjoy exploring different textures and sounds as they play with items in the treasure baskets. The staff encourage them to develop their senses as they feel the different textures. Children learn about the features of natural objects such as cones, shells and leaves that they collect during trips to the beach. Children also learn about the weather as they use the weather boards daily to recognise different types of weather. However, resources for children to investigate the natural world in the outside play area, such as, observing the effects of the wind, are not as readily available to the children. The children's creativity and imaginations are prompted well as they help themselves to craft resources such as paints, glitter, feathers and pasta to create artwork which is proudly displayed on the walls. They also learn about different cultures through celebrating festivals and playing with resources that promote positive images of diversity. All of these activities support children's readiness for school.

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

Children settle well at this friendly and welcoming nursery due to the effective key person system that is in place. Parents feel relaxed with the staff to exchange information about children's routines and individual needs. The good level of adult attention and warm

interaction ensures that all children form positive and trusting relationships with their key person and other staff. This secure and safe environment helps them to develop self-confidence to join in and try new activities. Children's behaviour is positive due to the clear boundaries and gentle guidance provided by the staff. For example, children are encouraged to be kind to each other and share and take turns. The nursery is attractively decorated with children's art work and a variety of interesting wall displays. Photographs of the staff and the children are displayed, which helps the children to feel valued and have a sense of belonging. The children are able to independently choose from a wide selection of resources that are clearly labelled and are easy for them to reach. This encourages them to become confident learners and teaches them to make choices and play cooperatively alongside others. Whilst undertaking craft activities, children carefully place the crayons in the middle of the table so that they can all reach them. This shows that they are learning to be considerate to others.

Children have frequent opportunities to enjoy fresh air and exercise in the outdoor play area where they develop their coordination and balance by crawling through tunnels, climbing and sliding down the slide. They also enjoy outings to the beach and parks. Children are developing good skills in handling equipment and tools effectively. For example, they competently use pencils and brushes, as well as glue sticks and scissors. Staff teach the children about keeping themselves and others safe, for example, by using cutlery and scissors carefully.

The children develop good self-care skills as they learn to dress in suitably warm clothing before playing outside. They also wash their hands before eating their food. Staff place a great emphasis upon the importance of a healthy diet and provide well-balanced, nutritious meals and snacks. Meals contain many fresh vegetables and fruit. Staff are also very conscientious about making sure children remain hydrated throughout the day and remind them to take regular drinks. Children are well supported in their transitions between rooms and their transitions to school due to the close working relationships that exist with teachers at the local schools.

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

The manager and staff work very well together and are committed to ensuring that the children in their care are kept safe and secure at all times. They have undertaken safeguarding training and have a good understanding of the safeguarding and welfare requirements. The thorough procedures for recruiting, vetting and checking staff ensures they are suitable and safe to work with children. Effective risk assessments and health and safety procedures ensure that hazards are minimised in order to reduce the risk of accidents to children. All staff are trained in paediatric first aid and are therefore prepared to deal with any accidents or medical emergencies. The security of the nursery is good and the staff are vigilant at all times, which minimises the risk of intruders entering the premises.

The manager and staff have a good understanding of the learning and development requirements and provide a wide range of activities to help children make good progress

in their learning and development. There is scope to improve this further by reviewing the use of resources to enhance some children's learning in some areas. Effective induction systems ensure that staff are clear about their roles and responsibilities. Their professional development is encouraged through regular team meetings, training and liaison with the local authority advisors. Regular staff appraisals and supervision are carried out to identify staff's training needs and continued professional development.

Very positive partnerships between staff and parents ensure that children's needs are well met. Parents spoken to express their satisfaction with the service provided, stating that the staff are extremely helpful and 'go the extra mile' to support their children's learning and development. Parents have complete confidence in the staff to protect and keep their children safe whilst at nursery. Partnership working with external agencies and professionals such as children's services and health visitors is effective in ensuring that children receive a high level of support when required. When children attend more than one setting, the staff use diaries to share information between the settings and parents. This ensures that children receive consistency in their care and learning.

The manager undertakes a reflective and evaluative approach to the service and is committed to continuous developments. Recommendations from previous inspections are taken on board and promptly addressed. Thorough self-evaluation takes into account the views of children, parents and staff. The manager also works closely with the local authority advisor. This results in clear and well-targeted plans for future developments.

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	EY404548
Local authority	Cumbria
Inspection number	875250
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	76
Name of provider	Cheeky Monkeys Childcare Ltd
Date of previous inspection	08/07/2010
Telephone number	01229827722

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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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Piccadilly Gate
Store St
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M1 2WD

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