

# Cheeky Monkeys Day Nursery

Elstree Way, Borehamwood, Hertfordshire, WD6 1JU

<b>Inspection date</b>	20/02/2013
Previous inspection date	01/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Babies and children show that they feel safe and secure because experienced staff are allocated to caring for them. Transitions between rooms are well supported so that children continue to feel safe and secure.
- Staff have positive relationships with parents to support children's learning and development in the nursery and at home.
- There is a strong partnership with other professionals involved in children's care and learning. As a result, children with special educational needs are well supported so that they can fully participate in the nursery.

### It is not yet outstanding because

- The role play area in the pre-school room lacks challenge and interest, to further develop children's play and learning.
- There is scope to enhance children's independence and self-care skills during meal times.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke to staff, the manager and senior management at appropriate times and looked at a selection of policies and children's records.
- The inspector observed the children's activities at the nursery which included indoor and outdoor play and meal times.
- The inspector met parents and discussed their views on the service provided.

## Inspector

Maura Pigram

## Full Report

### Information about the setting

Cheeky Monkeys Day Nursery was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries that are privately owned. It is situated in a purpose-built premises in Borhamwood, Hertfordshire. The nursery serves the local area and is accessible to all children. Children have use of four home rooms, a dining room and cloakrooms. There is a fully enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and two further staff members hold a 2 qualification. Two cooks are employed and additional lunchtime staff. The nursery opens Monday to Friday all year round. Sessions are from 8.30am until 5.30pm. An extended day can be offered on request. Children attend for a variety of sessions. There are currently 71 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority early years development team.

### What the setting needs to do to improve further

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

- enhance the use of the role play area in the pre-school room so that it is attractively resourced with items that reflect children's communities and develop further the opportunities for writing for a purpose in this area
- involve children further in the preparation of food and provide opportunities for children to pour their own drinks to support their independence skills.

### Inspection judgements

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

Staff take positive steps to obtain detailed information about each child's individual needs and starting points on registration. They consistently work alongside parents so that on-going needs are well known. This means that children settle in easily as their individual needs and interests are well known. Staff observe children during their play, records their achievements and plan effectively for each child's progress. Staff have started to use the progress check at age two years and have shared this with parents so that individual

needs can be effectively supported. As a result, children, including those with English as an additional language and with special educational needs and/or disabilities, make good progress in their learning and development. Parents are informed about their children's learning through daily discussions, the sharing of learning journals and the completion of children's 'day books'. In addition, achievements obtained at home are actively used in planning further activities for the children. This means that children's progress is effectively shared with parents and they are able to contribute to their children's learning.

Children freely move within their base rooms. The baby and younger toddlers' base rooms are inviting and provide stimulating challenges for children. For example, young toddlers enjoy playing in cosy spaces. They sit happily in the cosy area; they look at books and play peek-a-boo with the attentive staff. Older children's rooms are currently being re-organised so that they too are attractive and stimulating for children to learn. However, the home area in the pre-school room lacks imagination to inspire children's learning. For example, clothes children like to dress up in and resources reflecting children's communities are not attractively displayed. Resources to support children's writing for a purpose in this area are not easily seen. Since the last inspection, the staff have worked hard to create exciting play spaces outdoors. For example, children love practising balancing and climbing skills on the obstacle course and enjoy listening to stories in the designated outdoor seating area. Children in all rooms enjoy a good balance of adult-initiated and child-led activities. They display good characteristics of effective learning when they are engaged in activities, such as constructing, painting and exploring sensory items, for example shaving foam and feathers. Good use is made of sensory play so that children have fun when they are learning. For example, great excitement takes place as pre-school children find a letter of their name from a container filled with shredded paper. In addition, outdoors children laugh as they make marks and create letters of their names in shaving foam. As a result of the fun activity, children are helped to concentrate for long periods of time.

All toddlers enjoy exploring interactive toys and joining in with favourite songs and rhymes. On the day of inspection, children in the pre-school room displayed high levels of confidence and show that they are gaining many skills in preparation for the next stage in their learning, such as starting school. They love attending the nearby library for story time and are able to select books to take back to the nursery or to take home. This supports children's early reading skills and develops a keen interest in books. Good use is made of mathematical language to help children learn about number in relation to their individual development. For example, staff encourage younger toddlers to count 'one, two' during their play. Older children develop their understanding of mathematical language through cooking and imaginative play. For example, they develop problem solving skills as they discuss the best way to build a house. Staff skilfully interact; they ask questions to help extend the children's thinking and gives them time to respond. This effectively supports children's speaking skills.

Staff caring for babies and young toddlers ensure they are at children's level so that they can make eye contact with them. They respond happily to the staff's interaction. Some toddlers use single words and copy words heard from the staff. This means that children are helped to make good progress in their early communication and language skills. Some staff have knowledge of sign language and uses this to communicate with children who

use this method of communication. As a result, children are helped to make progress in their learning and development, according to their individual abilities. This contributes effectively to narrowing the achievement gap in children's learning and development. Staff are in the process of creating visual aids, such as pictures of activities and timelines to help children make choices in their play. Children whose home language is other than English are supported by obtaining key words used by children in their own homes. These are used by staff during the routine of the day. This helps children make connections in their learning. Older children are encouraged to discuss what they are doing and staff extend this by asking open questions. This helps children's thought process and helps them to formulate new ideas. Children have ample opportunities to learn about the wider world through a range of activities. For example, they regularly go on walks to the nearby park, they visit the nearby police and fire station and babies are taken for walks in buggies.

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

All children show good levels of confidence, are secure and settled. Children have developed warm and caring relationships with their key person and with other staff. Staff caring for babies are very experienced and attentive to their individual needs. They are able to sleep according to their needs and are comforted when needed. Young children's comforters are kept within easy reach so that children can access these at any time. This helps children remain settled and secure. Older children are motivated and eager to learn; they happily explore their base rooms and the outdoor environment. This means that they feel emotionally secure and are actively engaged in their learning.

All children are able to enjoy practising their physical skills in their designated outdoor play areas. Staff make good use of weather opportunities for children to learn about the importance of physical activity. For example, all children recently enjoyed exploring snow through building snowmen or exploring containers filled with snow. In addition, they regularly visit a nearby park where they learn to take risks in their play. Children develop a good awareness of how to keep themselves safe. For example, they visit the nearby fire and police station to reinforce safety messages. In addition, road safety awareness is always promoted during children's outings. Older children are helped to behave well because there are clear boundaries in place. For example, praise is used at all times so that children develop good levels of self-esteem and right from wrong. Younger children, such as babies and toddlers, are well supervised to ensure that they treat each other with respect. They are encouraged to be gentle and caring towards each other. Any issues related to behaviour are managed effectively and parents are informed of any issues so that there is a continuity of care for the children.

Children's health is well promoted. Nappy changing takes place according to children's individual needs. These times are sensitively managed and hygienically managed. Older children are encouraged to manage their personal hygiene needs and are supported as and when necessary. The nursery is clean and food preparation, meal times and utensils used foster hygiene. Many staff have attended food hygiene training to effectively promote this. Good social skills are encouraged during meals because staff sit with the children to encourage good eating habits. They offer support and encouragement to

children as and when needed. Staff are aware of dietary needs and preferences. Menus show that there is a balance of healthy meals and snacks provided. These are prepared on the premises. However, there is scope to involve children more fully in the preparation of these so that their independent skills are further developed. For example, children have limited opportunities to serve themselves and to pour their own drinks. Staff take positive steps to ensure transition times operate smoothly. For example, staff organise 'taster days' for transitions between rooms so that children can easily settle. During this time, staff that are familiar to the children stay with them so that they feel comfortable and secure. This supports children's personal, social and emotional development.

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

Staff have embraced the recent reforms of the Early Years Foundation Stage through in-house training. They regularly review the planning and assessment methods and advice from the nearby children's centre professionals is actively sought. This has a positive impact on the planning for children's learning. Staff training is actively encouraged and supported to enhance their professional development. For example, training is booked to develop staff's knowledge on the use of visual aids and the impact to children's learning. This means that they update their knowledge regularly, benefitting both children and parents. The staff have reflected and addressed any previous matters. For example, resources in the outdoor area have been increased so that children's learning and development is effectively supported.

The senior management team are keen to continually improve their practice so that the best quality care and learning for children is provided. For example, team meetings are held regularly and all staff are able to contribute their ideas to develop the nursery. The self-evaluation is regularly reviewed and discussed so that targets for development are known by all staff and parents. The monitoring of staff is effective to support children's care and learning. For example, some senior staff have changed rooms so that their skills are more effectively used to benefit the children's learning and development. The manager is supernumerary and monitors children's base rooms along with the room leaders.

Arrangements for safeguarding children are strong as staff attend regular training. Senior staff have been trained as designated safeguarding officers. Documentation to protect children is easily available and staff demonstrate that they have a good knowledge of the possible signs and symptoms of harm and procedures to follow if they have any concerns. This ensures that children are protected. Recruitment and vetting are secure. Required checks are carried out prior to staff starting at the nursery and clear induction procedures help staff to understand the procedures in place. As a result, staff are suitable to work with children and they all understand their responsibilities. Children play in a safe environment as staff take positive steps in providing secure and safe surroundings in the nursery and on outings.

Parents speak very well of the nursery and are very complimentary of the service provided. They state that their children have developed in confidence since starting at the

nursery and all their care needs are well met. They have warm relationships with the staff and feel well informed about their children's progress and wellbeing. Any concerns raised by parents are acted upon so that these can be resolved quickly. The strong partnership with other professionals means that early interventions to support children with additional needs are effectively provided. For example, staff actively seek advice on the best methods to support children who have additional needs. Outside professionals visit the nursery to support staff in meeting all children's individual needs. Good links with other professionals involved in the children's care, such as health professionals and school teachers of schools where children may attend, provides a consistent and shared approach to children's health and continued learning.

### **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 action. 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

<b>Unique reference number</b>	EY398965
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	903937
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	85
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Deborah Moliterno and Cheryl Dagul
<b>Date of previous inspection</b>	01/11/2010
<b>Telephone number</b>	02082072333

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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, which are usually the childminder's 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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