

Cheeky Monkeys Day Nursery

23 Spring Road, Edgbaston, Birmingham, West Midlands, B15 2HA

Inspection date	15/04/2013
Previous inspection date	10/06/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is excellent because great care is taken to ensure that learning is exciting and captures children's interests. The expectations of children's achievements are high in all areas of their learning and development. As a result, children thrive and flourish in this setting and make the best possible progress towards the early learning goals.
- Practitioners provide rich, varied and imaginative experiences for children and they have a very good understanding of how children learn. Planning is highly effective and seen as integral in supporting children's individual interests and next steps in their learning.
- Children's personal, social and emotional development and their language development are given high priority. Skilled practitioners enhance children's listening and speaking skills and vocabulary very effectively.
- The extremely successful key person system supports children in forming secure attachments, and this promotes their well-being. Practitioners have a very warm rapport with the children, and excellent interactions and thoughtful care routines foster children's well-being and contentment.
- There is an excellent focus on play and learning in the outdoor area. Children access a wide range of equipment and natural resources and this enables them to develop many new skills. Children like being able to direct their own play, make decisions and explore for themselves.
- Inclusion is given very good priority and excellent provision is in place to secure timely intervention and support for children with additional needs to ensure they achieve well.

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 observed activities in all playrooms, the outside learning environment and children having their lunch time meal.
- The inspector talked to the children and held meetings with the provider/manager.
- The inspector looked at a range of documentation including children's assessment records, planning documentation and a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners who work with children, and the provider's self-evaluation form.
- The inspector took account of the view of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Cheeky Monkeys Day Nursery was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from five rooms in a converted house in the Edgbaston area of Birmingham. The nursery serves a wide catchment area and is accessible to all children. There are fully enclosed areas available for outdoor play.

The nursery employs 18 members of childcare staff. Of these, 11 hold level 3 early years qualifications, the manager holds a degree, and three staff hold foundation degrees. Three staff are working towards a recognised childcare qualification. A cook and a housekeeper are also employed. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 47 children on roll who are in the early years age group. The nursery provides funded early education for, three- and four-year-olds. It supports children who speak English as an additional language and children with special needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance further the opportunities for children to extend their learning in the local environment, to further support their interest in the world in which they live.

Inspection judgements

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

Children thrive and make excellent progress in their learning and development in this welcoming and inclusive setting. Practitioners work closely together to provide a wide range of purposeful play and learning opportunities to engage and motivate children. Children's ideas are listened to and valued, and activities are planned to support their interests. This can stem from books bought in from home, for example, books about volcanoes and body parts, or a discussion that prompts an idea for an activity. This supports children's learning very effectively and helps them to develop the characteristics of effective early learners.

Practitioners know how young children learn and their expectations of what children can do are high. Teaching techniques are excellent across the provision. Children make choices about what they would like to do, and are given time and space to explore and

engage fully in their learning, both indoors and outside. Practitioner intervention during children's play is carefully considered to ensure the best possible impact on children's learning. Planning, ongoing assessments and evaluations of children's learning are seen as essential to children's success in their learning. Systems to assess children's starting points on entry and transition arrangements within the setting are extremely secure. Practitioners monitor individual children's learning closely to influence planning, with possible lines of development and targets for children to help them move forward in their learning. Parents are fully engaged in the assessment process and the planned next steps in their children's learning. They are provided with a summary of their child's progress, and have regular opportunities to speak to their child's key person and look at learning journals. This contributes very effectively to partnership working, and continuity of care and learning.

Children's social skills and their ability to communicate with others are rapidly enhanced. Practitioners working with babies and younger children provide a nurturing environment where they successfully engage children in their learning and early conversations. They observe them closely and respond to their babbling sounds, repeating and emphasising words which then become familiar to them. Babies enjoy looking at books in their cosy corner and singing nursery rhymes. They listen intently to the sounds they make using a xylophone, and the gentle sounds of the rainmaker. Children are developing high levels of self-confidence and independence. The organisation of the playrooms for children under two years enables them to participate in a wide range of activities and experiences. They enjoy excellent opportunities to be creative, for example, when they take part in body painting activities. Babies have plenty of space to move around safely; they roll, crawl and shuffle along, eventually using equipment to help them balance and stand up ready for walking. Practitioners are always close by to give a reassuring smile or cuddle, to help children feel secure.

Older children are very confident and expressive speakers. New vocabulary is introduced during activities, for example, children learn words associated with 'Spring' and develop an understanding of the meaning of words, such as 'incubator'. Children engage very well with practitioners, who ask them questions to make them think and encourage them to consider what it is they are trying to achieve. Children love to listen to their favourite stories, look at books and sing songs. Many displays show that children practise writing their name, and they are supported in developing their knowledge of letters and sounds to support their literacy skills ready for school. All practitioners use mathematical and positional language as children play. Problem-solving skills are encouraged as children complete puzzles and build models using a wide range of construction bricks. Children explore the properties of sand and become totally absorbed in activities, such as water play, filling and emptying containers. Children use numbers and counting as they play, and develop an excellent understanding of shape, space, size and colour.

Children have excellent opportunities to express themselves creatively through art and craft activities, indoors and outdoors. Role play and dressing up are strong features of the nursery, including children's participation in superhero play. In the outdoor area children pretend to make 'ice cream' in the 'mud kitchen', and have access to art and craft resources and chalk boards. Children's understanding of the world is fostered very well. They learn about technology as they use the computer with growing confidence. Babies and younger children love to explore a range of electronic toys where they learn how to

push buttons and wait to see what happens next. They also enjoy using their senses exploring sensory lights and a wide range of natural materials in their treasure baskets. Practitioners plan activities to encourage children to explore different types of materials and media, for example, in the baby room they hide animals in the shaving foam and encourage children to find the 'lion'.

Children were thrilled when they watched chicks hatch, and are delighted as they watch them grow and have the opportunity to hold them. This helps children to understand about living things and the care and attention they need to help them grow. Children learn about different festivals and celebrations throughout the year. All children enjoy taking part in a French lesson. Practitioners join in with enthusiasm as they sing action songs, repeat words and enjoy dancing to music. Even the youngest children are very familiar with the session, and quickly shuffle forward at the end to collect their sticker from the teacher. Children gain an excellent insight into the wider world by engaging in a wide range activities in the nursery. However, there is scope for enhancing children's experiences by exploring the local environment, to fully maximise their learning opportunities.

There is an excellent focus on play and learning in the outdoor environment. Children love being involved in activities in the garden; this is clearly evident as they keenly get themselves into their outdoor clothes and wellington boots. They use equipment to promote all aspects their physical development, such as climbing and balancing, and use balls to practise their throwing and catching skills. Children's views are valued when any changes are taking place to their learning environment. They made decisions about where to plant a Bamboo tree, and they helped prepare the area ready for planting. Children grow vegetables, such as beans, peas and carrots, and discussions at the time prompted an activity linked to a story about a beanstalk. This shows that children are able to think creatively and critically.

The very well-resourced learning environment, and practitioners' secure knowledge of how children learn, ensures that every opportunity is made to support children's excellent progress in their learning. Practitioners are skilful in the way they extend activities to question and challenge children's thinking. Children are very well prepared for the next stages in their learning, and are successfully supported in their transition into school.

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

Children's well-being and safety is the priority in this child-centred nursery. Parents, carers and children are made to feel very welcome in this bright, well-maintained and stimulating environment. Practitioners work very closely with parents during the settling-in period to gain an excellent insight into children's particular needs, interests and characteristics. Practitioners are very clear about their role as a key person. They recognise the importance of building strong attachments to ensure children's well-being. Practitioner interaction is excellent, they have a very warm rapport with the children, and all children are made to feel special. Thoughtful consideration is given raising children's self-esteem, confidence and sense of belonging. Picture boards for individual children show reassuring photographs of their family, and pictures of their favourite activities. A display board

celebrates children's 'wow moments', and photographs in the playrooms show that all children are seen as special and unique. Older children show kindness and consideration to younger children, for example, holding their hands while looking at the chicks and sitting with them in the book corner. Excellent attention is given to making sure all children are given all the support they need to feel comfortable and secure. Practitioners make sure that comforters are close by when needed, and children receive plenty of cuddles and attention. This provides a firm base for promoting children's personal, social and emotional development and developing skills for the future.

Children's behaviour is excellent and practitioners are very positive role models. Practitioners speak to each other and the children respectfully, and give clear explanations to help children understand the impact and consequences of their behaviour on others. Children's achievements are fully celebrated and acts of kindness are displayed on the 'kindness tree' in the garden. Children learn how to keep themselves safe and manage risks as they play, for example, while playing outdoors they walk along straw bales and jump off at the end, knowing that practitioners are close by if they need support. This further promotes children's confidence and self-esteem.

Links with parents and carers are very strong. This has a very positive impact on the care and well-being of children, and the progress they make in their learning. The excellent links with their child's key person ensure children's needs are met, and supports parents in becoming involved in their child's learning, within the setting and at home. Careful consideration is given to supporting children when they move rooms within the setting. The parent, key person and new key person are all involved in the transition to make it as smooth as possible for the children involved.

Children's specific health and dietary needs and parents' preferences are documented in great detail and understood by practitioners. Children develop an excellent understanding of how to keep themselves healthy, and older children have free-flow access to the outdoor play space. The nursery provides children with suitable outdoor clothing so that they can play outdoors in all weathers. Practitioners make sure that babies also benefit from being outside in the fresh air at different times during the day. Children's dietary needs are given excellent consideration. Freshly cooked vegetarian meals are provided for children at lunchtime. A wide range of snacks are provided, including fresh fruit, dried fruit and bread sticks. The 'chef of the week' prepares fruit and snacks each day for their friends, who serve themselves at 'Sally Strawberries Healthy Cafe'. Drinking water is easily accessible and practitioners record children's water intake to ensure this is sufficient throughout the day. Very good attention is given to planning menus, and the setting has asked parents for ideas about the type of food their children enjoy. Meals provided meet all cultural and religious requirements, and take into account any allergies children may have.

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

The leadership and management of the provision are outstanding. They have high aspirations for continuous improvement, and this underpins all aspects of care and

education at the setting. One example of this is that the nursery has achieved accreditation linked to 'Effective early learning' and 'Baby effective early learning' programmes. These programmes are designed to ensure the delivery of high quality services for all children and families within their setting. Self-evaluation procedures encompass the views of practitioners, parents and children. The document reflects the constant evaluation of the learning environment, and how the setting can enrich experiences for children. This focus is currently reflected in the re-organisation of the outdoor learning environment. These ideas have been inspired by research evidence which clearly shows the numerous benefits to children's development from playing outdoors. Team work in the setting is very strong and practitioners are caring, motivated and fully committed to their roles. They take on designated responsibilities within the setting; this supports their professional development and places an excellent emphasis on key aspects of practice. Children's safety is a priority. Risk assessments are thorough and ensure hazards to children are minimised. Practitioner deployment is well managed to ensure children's safety at all times.

The management and practitioner team, and all adults working within the setting, fully understand their safeguarding responsibilities to ensure children's welfare and protection. The safeguarding policy has been reviewed to reflect recent changes to the Local Safeguarding Children Board procedures, and the Statutory Framework for the Early Years Foundation Stage welfare requirements. Practitioners demonstrate a high level of commitment to promoting children's safety, and are able to respond with confidence to any concerns about a child in their care. The setting has robust recruitment, vetting and induction procedures in place to ensure practitioners' suitability to work with children. Practitioners' ongoing suitability is supported through highly effective systems for supervision, appraisals and performance management. Excellent arrangements are in place regarding the programme for professional development, leading to a highly qualified and knowledgeable practitioner team.

The educational programmes and the quality of teaching are monitored very closely by the management team. Peer observations, training and discussions based on the views of a range of educational theorists ensure that the quality of teaching is analysed effectively. Children's progress in all aspects of their learning and development is very closely monitored. There are clear and focussed plans in place to ensure children achieve as well as they can, any gaps in children's learning are quickly identified and planned for. As a result, children get the best possible support to help them make outstanding progress in their learning and development.

Information sharing and partnership working are excellent. There are very effective and well-established links with other providers, local schools and children's centres. Excellent transition arrangements support children who are moving on to their next phase of learning. Links are made with the school children will be attending, and visits arranged where possible. Early intervention systems and links with local agencies work very well in all aspects. This means that children with special educational needs and/or disabilities are supported very successfully to achieve their full potential. Inclusive practice is very successful in this nursery. Excellent arrangements are in place to support children with English as an additional language. Key words in the child's home language are recorded, and these are used during play and daily routines. A number of practitioners are bilingual,

and this provides excellent support and reassurance for children, and helps promote their emerging language skills. Other strategies for promoting communication and language include the use of prompt cards, pictorial time lines and Makaton signing.

Partnership with parents is excellent from the outset. Parents are provided with a wealth of information, policy documents and monthly newsletters. This ensures they are fully informed about how the provision operates, and kept up to date with information about activities and events. Parents' views are highly valued and sought through the use of questionnaires and informal discussions. Parents are encouraged to come into the setting to share their skills and knowledge, such as singing songs in other languages, playing musical instruments, and sharing how they celebrate festivals at home, such as Hanukah. Parents spoken to at the time of the inspection expressed very positive view about the nursery and said; 'it's a great nursery, friendly and homely, staff are brilliant and focused on the children'. Feedback on children's progress is very good, they can see how well their child has benefitted from being at the nursery, and how this will support them when they go to school.

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

Unique reference number	227180
Local authority	Birmingham
Inspection number	909160
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	47
Name of provider	Cheeky Monkeys Day Nursery
Date of previous inspection	10/06/2010
Telephone number	0121 446 4044

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

