

# K8Z Cheeky Monkeyz

Total Fitness Ltd, Northern Perimeter Road, BOOTLE, Merseyside, L30 7PT

## Inspection date

Previous inspection date

30/07/2013

Not Applicable

<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		3
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

- There are inconsistencies in the information and documentation retained to confirm the suitability of some of the staff. This means that the provider is in breach of regulatory requirements and children's safety may be compromised.
- The deployment of staff, who hold a current paediatric first aid certificate is not sufficiently rigorous to ensure that regulatory requirements are fully met at all times. This means that on such occasions some of the children's well-being is compromised.
- Self-evaluation systems do not yet plan fully or review the effectiveness of changes made as the provision develops. Consequently, there are inconsistencies in the way that procedures are implemented and staff are deployed. The ways that the views of parents and children are sought is still in its infancy and does not yet contribute to or inform any plans for improvement.

### It has the following strengths

- Staff demonstrate a good understanding about how children learn through play-based activities. Plenty of variety on a day-to-day basis provides children with lots of choice and fosters learning across all of the seven areas. Children's learning is effectively supported in fun and playful ways.
- The staff use the daily routines and planned activities effectively to encourage children's all-round development and good behaviour. For example, their self-help skills when pouring their own drinks and helping the 'helper of the day' to tidy up.

## 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 the three playrooms, the outdoor play area and he viewed the range of equipment available, which is used with the children. He also viewed the activity studio used on occasions with children attending the holiday club.

■ During the inspection, the inspector viewed children's assessment and planning records, other documentation required by law to evidence adults' suitability and information about children's details. He checked safety records, arrangements for first aid and dealing with accidents and the arrangements for any fire safety and emergency evacuation.

■ The inspector held meetings with the owner/manager and held discussions with several members of staff. He also spoke to a number of parents and engaged with children during their play.

## Inspector

Frank Kelly

## **Full Report**

### **Information about the setting**

K8Z Cheeky Monkeyz was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is operated by an individual and based within self-contained rooms within in the Total Fitness Leisure Club in Bootle, Merseyside. Children are cared for in three playrooms and there is a fitness studio on the upper floor, which is used for activity games with the children, who attend the holiday club. All areas of the ground floor facilities are fully accessible. There is an enclosed area for outdoor play.

The setting opens Monday to Friday, all year round with the exception of Bank Holidays and a week at Christmas. Sessions are from 8am until 6pm and children attend for a variety of sessions. The setting also offers an out of school and holiday club provision. There are currently 27 children attending. Of these, 18 are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

The setting employs seven members of childcare staff. All hold appropriate early years qualifications. They include one member of staff with a BA (Honours) early years degree and one member of staff, who holds a childcare qualification at level 4. Four members of staff hold a childcare qualification at level 3 and one member of staff holds a childcare qualification at level 2. One member of staff is working towards an additional qualification.

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

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

- ensure that records of information about the way staff have been vetted are consistently maintained; and that they include evidence of how staffs' identity and qualifications have been established; along with the required records relating to the Disclosure and Barring Service checks
- ensure that there is at least one person, who has a current paediatric first aid certificate on the premises at all times when children are present and when children are on outings. For example, when escorting children to or from school.

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

- develop the self-evaluation process, so that there is a thorough system for precisely monitoring and analysing the quality of the service; use the views of parents and children as part of this process to further support the identification of priorities and make plans to ensure improvements are successfully implemented.

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

The core staff team are experienced childcare practitioners, who demonstrate a very sound understanding of the Early Years Foundation Stage and how children learn through their play. They fully understand how activities support children's development and confidently explain the benefits for them from specific activities. For example, they identify that a group singing session promotes all of the three prime areas of learning and some aspects of the specific areas of learning. They understand the singing of songs allows the children to extend their vocabulary and explore the rhythms of language. They build their physical dexterity as they join in the actions and it enhances their personal and emotional development as they take turns to choose a song to sing. Children thoroughly enjoy the activity and experience of sharing such activities with their peers and the number rhymes introduce opportunities for early counting.

The playrooms have been thoughtfully organised to afford the children a broad range of equipment and play experiences, which enhance aspects of each of the seven areas of learning. Consequently, children are busy and engaged in their play. For example, babies enjoy good space to crawl and stretch as they use the ball pit and other furniture to pull themselves up. Toys and resources capture their interest, which motivates them to move independently. They delight in the noises they create when pressing the buttons on the activity toys, which encourages their exploratory nature. Toddlers are gleeful as they squash and roll the play dough and while outdoors, they transport water and compost back and forth between the planting tubs. Pre-school children engage themselves in

problem solving, for instance, rearranging the large plastic crates to see how they can be fitted together or placed in different positions. Staff instigate impromptu critical thinking as they invite the pre-school children to talk about what they can hear. They invite the children to predict which emergency vehicle is sounding its siren. When a child spots an aeroplane overhead, they encourage the children to discuss their recent holiday. This allows the children to revisit experiences and use their language for thinking and communicating.

Parents are consulted about their children's likes, wishes and routines when they start. Many of the children have only recently begun to attend and staff demonstrate securely how they have used their regular observations over the first six weeks of attendance to create a base-line assessment. They use this for planning children's next steps in learning. Staff observe the children regularly to assess their learning and planning is securely linked to providing children with support, specific to their needs. For example, staff plan and introduce opportunities for pre-school children to count in a variety of ways during daily activities and routines. This allows them to help children to learn in meaningful activities that help them to practise, build and consolidate their skills.

Staff, in consultation with parents and school staff, have begun to introduce letter recognition and they encourage children to develop their early writing skills. This supports the children to prepare for the forthcoming changes in their learning and provides a sound base for developing concentration and skills. This supports their transition into a more formal learning environment. Parents are encouraged to add comments to the written observations undertaken by staff. Staff are currently looking at ways to gain more information about the children's learning when they are at home. They track the children's progress using guidance documents as preferred by the local authority early years team. These enable staff to identify if children are operating within, below or above the expected stages of development for their age.

The setting is undertaking a two year developmental check that is based on the three prime areas of learning and is organised in agreement and shared with parents. The manager and staff demonstrate a clear understanding regarding the importance of such checks. They know they act as a way to ensure children gain any additional support they may need and are not disadvantaged.

Outdoors, children of all ages have access to a suitable range of equipment to explore and practise their skills on. Large plastic crates to build with and balance on, chalks and easel to create pictures, early writing and books and comfortable places to sit and read are readily available. Musical instruments and a microphone allow the children to extend their language and creativity. Staff have identified that there is a lack of numerals in this area and communicate sound plans to address this. Indoors, creative media is easily accessible, so children can paint and make models or collage pictures. Toys and resources reflect most aspects of the diversity within today's society and allow children to gain insights into other peoples' cultures and communities.

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

When children first start at the setting, parents are invited to share a range of information about their child's unique needs and routines. The key person system is working well and children have built secure relationships with the staff. Thus, children appear safe and settled in the care of the staff. However, there are occasions when the setting fails to meet its regulatory duties with regards to the presence of suitably qualified staff to administer first aid and deal with accidents. In particular, on some occasions, the staff member with the current first aid certificate also escorts children to or from school. This means that children based in the nursery are unattended by a member of staff with an up-to-date paediatric first aid certificate. Therefore, it is deemed that children's safety and well-being are not adequately promoted.

Nevertheless, on a daily basis the staff's warm and caring interactions help children to settle quickly on arrival and develop well their self-help skills. This promotes their ability to learn and actively fosters their developing independence and well-being. For example, toddlers frequently pour their own water with increasing skill. Babies are supported to feed themselves and pre-school children, with some staff support, serve themselves additional portions during snacks and mealtimes. Children's well-being and health needs are attended to as staff undertake appropriate hygiene procedures and talk to the children about the importance of hand washing at appropriate times. When children are hot and thirsty while running around outdoors, they talk with them about how water is important for their health and bodies.

Children understand the safety rules, such as informing staff if they are going to visit the bathroom. They enjoy taking risks in a controlled manner and staff support their confidence to try things. For example, the more confident balance and clamber across the piles of tyres, jumping down. Those less confident call for support to climb down. Staff provide assistance but still seize the opportunity to help children try things differently. For example, they suggest the children use just one hand to hold onto the staff's steadying arm and try to climb down rather than just be lifted down. Staff are sensitive when to acknowledge the child's readiness for such tasks and praise their efforts, which helps children feel confident to express their fears, feelings and wishes.

Children behave well at this setting as they are busy and engaged. Staff provide good role models and are respectful of children's preferences. For example, they invite children to join in an impromptu singing activity but acknowledge with grace when children decline their offer. This helps children to make choices about their day and supports their social development. Simple but effective activities, such as displaying the photograph of helper of the day and the way staff encourage all the children to 'help the helper'. This means that children are learning to work as a team and take responsibility for their own environment. Consequently, children are eager to help with all sorts of tasks, for example, an older child eagerly helps staff to apply sun screen to their younger sibling.

The setting has procedures for engaging in partnerships with other local agencies and services, such as the early years teams. Exchanges of information with parents has allowed staff to make links with local schools and support those children preparing for their move onto school. Staff have taken children to school for visits and teachers have visited the setting to talk to staff and meet the children. Children of all ages mix daily

during mealtimes and during outdoor play, which helps them to gain confidence for when they begin to progress through the nursery.

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

Staff are aware of the reporting procedures of the local Safeguarding Children's Board. All staff have undertaken relevant training and the nominated individual for safeguarding is currently completing the last of five core modules presented by the local authority. Consequently, staff are fully familiar with the potential signs and indicators of possible abuse. They can explain the steps to take should they have a concern about the safety and well-being of a child. Procedures for recruitment and selection of the staff are in place. For most staff, the relevant information and vetting procedures has been implemented. However, there are inconsistencies in the way that regulatory records are acquired and retained, which compromise the effectiveness of these procedures. The owner/manager, on occasions while awaiting the completion of her own vetting procedures, accepts the existing Disclosure and Barring Service checks of new staff. However, she has not retained evidence of such checks for some of the staff and for one member of staff acknowledges that she has not seen the document before the member of staff commenced their employment. Other documentation not retained for some staff includes the evidence of staff's qualifications and references. As a result, children are being cared for by some staff, who have not been securely vetted. It is a legal requirement to retain these records, including the date of issue, reference number and details of who obtained the disclosure. This has not been met. It also applies to the requirements of the compulsory and voluntary parts of the Childcare Register. It demonstrates that the systems for ensuring those caring for and in regular contact with the children are not sufficiently effective to meet the requirements of the legislation for children in all age ranges.

On a daily basis, it is acknowledged that the staff team work well together. The key staff in each room have a wide range of childcare experience and qualifications. They work harmoniously together, which creates a pleasant atmosphere in which the children are cared for. The range of childcare qualifications and experience of the staff ensures that those with relevant skills are deployed appropriately. For example, the member of staff, who leads the baby room has a breadth of professional training, which includes regular updated training linked to the care for children under three. However, the lack of action to ensure that there is always a suitably qualified first aider at all times in the setting and on outings means that it fails to fully protect children. It means that regulatory requirements for both the Early Years Register and both parts of the Childcare Register are not met. Appraisals and supervision are in place for staff to ensure they have the opportunity to reflect on their practice. These also provide opportunities to monitor the educational programme to ensure children are making progress.

With regards to other aspects of the safeguarding and welfare and requirements there are many aspects, which are met soundly. The premises are well presented and maintained. Security is rigorous and the toys, equipment and furniture are of a good quality. Risk assessments in place and staff check regularly throughout the day that the equipment is

developmentally appropriate for the children having access to it. The fire detection systems and equipment are checked with the required frequency by the fitness centre staff. Staff practise the emergency evacuation drill on a regular basis with the children to support them to gain a sense of what to do in an emergency.

The owner manager is an enthusiastic and committed individual, who communicates a desire to offer a quality service for the children. Her flexibility and dedication to the children attending was commented on by several parents, who spoke with the inspector during the inspection. She demonstrates a sound and secure awareness of many areas that she has identified as having the potential to enhance and improve for the children. This includes the extension and development of the outdoor play areas and the introduction of learning languages, such as French and Spanish. She engages the staff with decisions about how the nursery is arranged and set up. She is responsive to changes suggested by staff, which improve both the quality of play and the safety for the children. For example, staff identified that the recent hot weather presented hazards for the younger children, who were crawling. The surface in the outdoor area became hot to touch so staff took simple but effective action. They purchased an off-cut roll of carpet, which has been laid along the wall in the most shaded part of the garden. This means that babies enjoy the fresh air along with the older children but are protected from the heat and the more mobile children as they run around and play. Consequently, babies play happily on this 'island of comfort' and the older children enjoy seeking refuge to rest and have a drink, look at books and sing songs in this pleasant and relaxing space. However, the focus on the play environments means that the provider has lost focus on maintaining the existing policies and procedures, which has led to the breaches of regulations detailed previously. The lack of a formal action plan and some monitoring systems means that self-evaluation is not yet sufficiently rigorous or focused to ensure future changes are fully considered before implementation or monitored following changes. Nor has the setting developed fully the ways it seeks the views of parents and children to help inform the planning for future improvements.

Parents are greeted warmly and staff share information in a range of ways. Verbal daily updates and for younger children a written essential information sheet about their routines of sleep, play and feeding, are provided. Thus, children's changing needs are regularly updated. Information about the setting is available for parents and is presented in a range of ways. This includes displays and access to the setting's policies and procedures. Photographs displayed extend parents' familiarity with the range of play and learning experiences enjoyed by the children. The setting has sound systems to work with other services to engage additional support for children should they require it and with schools to support transitions.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**Not Met  
(with**



actions)

**To meet the requirements of the Childcare Register the provider must:**

- ensure that at least one person, who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure that the systems for establishing the suitability of any person caring for or in regular contact with the children are effective and includes an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register).
- ensure that at least one person, who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register)
- ensure that the systems for establishing the suitability of any person caring for or in regular contact with the children are effective and includes an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register).

## 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>	EY459369
<b>Local authority</b>	Sefton
<b>Inspection number</b>	905588
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	71
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Katie Louise Forster
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07950380860

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

