

Cheeky Monkey's Nursery

Windermere Road, Newbold, CHESTERFIELD, Derbyshire, S41 8DU

Inspection date

30/09/2013

Previous inspection date

09/02/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 1

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

- There is a robust commitment and drive to improve the nursery through self-evaluation and setting ambitious targets and action plans.
- There is a warm and stimulating learning environment in which children are secure, happy and confident.
- Staff are good role models. They are deployed well, use consistently applied strategies and provide a clear guidance for children about what is acceptable behaviour.
- There are very strong partnerships with parents and others who are involved in the care and learning of the children. The key person system provides excellent support to parents and children which ensure children and parents develop secure relationships.

It is not yet outstanding because

- There is room to further develop the opportunities in place for children to investigate the natural world.
- There is scope to further develop the opportunities for babies and young children to explore and investigate by providing a range of everyday objects.

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 held meetings with the nursery owner, nursery manager and other members of staff.
- The inspector looked at children's development files, planning documentation, evidence of suitability of practitioners working in the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector observed children during their play and group activities, and at lunch and snack times.
- The inspector undertook a joint observation with the nursery manager.

Inspector

Christine Walker

Full Report

Information about the setting

Cheeky Monkey's Nursery was re-registered in 2009 under new private ownership and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned by Cheeky Monkey's Ltd in the Chesterfield area. The building is leased from Derbyshire County Council and is situated on the outskirts of Chesterfield in Newbold. The nursery occupies a single-storey building with a separate baby unit in the grounds. Ramps are provided for easy access to the premises. A secure outside play area is available to the children. The nursery serves the local area and is accessible to all children.

The nursery employs 12 members of childcare staff, including the manager who work directly with the children. The owner holds a relevant teaching qualification and Early Years Professional Status. One member of staff holds a relevant Early Years degree and nine other members of staff are qualified to level 3 in childcare. The deputy manager holds a level 4 qualification in Leadership and Management. One further member of staff holds a childcare qualification at level 2 and is working towards a level 3 qualification. The nursery also employs a cook.

The nursery is open each weekday from 7.30am to 6pm all year round with the exception of bank holidays. The nursery also operates a breakfast, after school and holiday club. There are currently 70 children attending who are in the early years age group. The setting receive some support from the local authority early years advisor.

What the setting needs to do to improve further

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

- increase opportunities for children to investigate and learn about the natural world in the outdoors through a wider range of resources
- improve opportunities for babies and young children to explore and investigate by providing activities such as a treasure basket.

Inspection judgements

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

Children are happy, confident and enjoy their time in this welcoming and friendly nursery. Staff are skilful practitioners who have a good knowledge of the seven areas of learning and how young children learn. Transition between rooms, as children progress, is smooth and greatly eased by the knowledgeable staff who gather information about individual children and use it well to provide a gradual introduction to the new room. Consequently, children are very well supported and move seamlessly through the nursery. All children make good progress towards the early learning goals. They enjoy attending the nursery because the staff provide a calm and stimulating learning environment which values very highly the input of parents.

Staff set out resources in interesting ways that promote children's curiosity and their desire to explore and investigate. For example, children select objects from around the nursery and test them in a bowl of water to see if they will float or sink. Staff mainly ask open ended questions to support their learning and enhance their thinking skills. Staff balance child-initiated and adult-led activities well to support children's ongoing progress and development. The staff engage the children in conversations, to introduce new words through their play and activities. They use open-ended questions, mainly giving the children time to respond and describe their experiences. Staff use the letters and sounds programme to support and extend children's language and communication skills, relevant to their individual needs. Group time is managed to enable all children to take part but on occasions this did not fully engage all children successfully. Babies developing language are supported as staff model words back to the child emphasising the initial letter sound, for example, 'b' for boat. Babies and younger children enjoy a good range of activities and play with the cars and garage, pop up tent, rattles and musical instruments and enjoy playing with water. However, there is scope to provide them with more opportunities to explore and investigate, through providing regular access to activities such as a treasure basket, in order to stimulate their curiosity and enhance their development.

All children develop their understanding of technology to aid them in their future learning and development. This starts in the baby room with, for example, push-button toys which make musical sounds. Older children have access to computers, smart board and a range of programmable toys. Children skilfully use the mouse to draw with a computer programme or mix colours to make different colour paint. Children have some opportunities to explore the natural world indoors. However, there is scope to improve opportunities for the children to investigate nature and the environment more closely. For example, by designing their own nature area outside or providing planters for growing. The outside area supports children's physical play effectively. They enjoy the space to use the bikes and climb on the climbing frame and slide. Children also paint with water and brushes, draw faces on the playground with chalk and enjoy digging and making sand castles in the large sand pit, concentrating well as they fill the bucket and turn it over. Consequently, they are very active and are fully developing their physical skills, while growing in confidence. Staff develop their knowledge of mathematics through every day activities and routinely use language such as full and empty when making sand castles with the children and encouraging children to count as they jump up down in the pop up tunnel. Staff enthusiastically join in their play as they pretend to be a caterpillar and crawl through the tunnel, much to the delight of the children who laugh with glee. Children enjoy all forms of creative work, such as painting, model making and playing with play dough. Older children draw a self-portrait, carefully looking in the mirror and talking to

staff about the colour of their hair and eyes. They also develop pre-writing skills as they are encouraged to write their own name. Younger children carefully stick tissue paper onto a picture. These activities enable children to develop their small motor skills and develop their concentration and self-esteem. A good range of tools and resources support their development.

Children's starting points are identified through information provided from parents, settling in sessions and through staff closely observing them when they first start. This is consolidated by observations undertaken by the key person. This enables staff to clearly identify each child's level of ability, on which they continue to build. Ongoing observations are effectively used to monitor the progress children make. Staff use information they gain from these observations and assessments to identify individual next steps for each child to work towards. Parents receive a summary of learning and development every term. This has recently been updated and provides detailed information, children's next steps and a space for parents to contribute regarding their children's interests and learning at home. The progress check at age two includes parents and informs them about their child's development in the three prime areas of learning. It is completed at a meeting with parents and the child's health visitor to enable all involved with the child to contribute. It is used well to identify any gaps in learning at an early stage so that swift action can be taken. Children's interests and next steps are incorporated into the planning which results in a good range of purposeful and developmentally appropriate activities which are linked to their individual needs. The nursery is able to support children who learn English as an additional language. Children who have special educational needs and/or disabilities and medical conditions are very well supported and good relationships with outside agencies enhance their development. As a result, all children are supported in this inclusive environment, and are gaining the skills and confidence they need to be ready for the next stage in their learning or as they start school.

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

All children including babies are extremely well settled and are happy when they are left at nursery. The settling-in period allows staff to get to know children and their parents. The excellent documentation around their individual needs and the age and stage questionnaire, allows staff to follow home routines and ensure they are happy when the time comes to start at the nursery. For example, a baby who was on his second day at the nursery was happy and content and the key person was able to discuss their individual routine, likes and dislikes and was already forming a loving bond. As a result, children's individual needs are well met and parents and staff work closely together to provide consistency of care. Older children are extremely confident as they talk to each other and the inspector. For example, children in the breakfast club introduce themselves and then introduce the staff and other children present. They confidently discuss the walk to school. Pre-school children ask the inspector what she is doing and sit alongside her, showing her their favourite book. Very effective systems are in place to ensure the children experience a smooth transition as they become ready for school or as they move up through the nursery areas. For example, children and parents are very well prepared for transitions as

the effective key persons share information about each child with parents, other key persons or teachers. Parents visit the new room and meet the child's new key person and the child has a series of accompanied visits with the current key person, gradually being left in the new room for longer periods of time.

Staff offer lots of positive praise and recognition for children's efforts and achievements. They are very attentive to the children as they listen to their requests and are fully aware of their individual needs, supporting very secure emotional attachments. Children with dietary requirements or medical needs are exceptionally well cared for. Staff are vigilant in ensuring that these are met at all times. Children's health and well-being is promoted extremely well. They are provided with healthy balanced foods for lunches and snacks. Food is cooked in the kitchen and older children competently serve themselves lunch. Younger children show high levels of independence as they carefully fill a beaker with water from the tap when they are thirsty. This means that they are demonstrating an excellent awareness of their personal needs. Babies are strapped into high chairs at meal and snack times and older children learn to sit properly on chairs while playing at the tables or having their meals. Staff explain to children why it is important to help tidy away toys so that they do not fall over them and hurt themselves. This also helps children learn to take care of toys in the nursery. Babies are closely monitored while they are sleeping to ensure they remain safe. All children know and follow robust hygiene procedures with no prompting from staff. They know to wash their hands before eating and after using the bathroom. This demonstrates an excellent awareness and understanding of their own needs and personal hygiene. After lunch they clean their teeth, helping them to develop an understanding of keeping healthy. The bathroom is at the end of the corridor and older children's independence is further fostered as they go to the toilet unaccompanied, telling staff they have washed their hands on their return. Healthy lifestyles are further promoted through activities with the children, such as physical exercise and what foods are good for you.

Staff provide a calm and caring environment for the children where they feel safe and start to become aware of others around them. They positively encourage the children in their play and learning, to build their self-assurance. Staff promote the very good health of children and prevent the spread of infection. For example, staff wear protective aprons and gloves when serving lunch and changing nappies. From a young age children are learning about keeping safe. All children regularly participate in emergency evacuation drills. This helps them understand what to do should they need to leave the nursery quickly. The children's participation in group activities encourages them to share and take turns. Children learn about taking risks as they engage in different experiences. The environment is rich in age-appropriate toys, games and resources which are easily accessible to children to promote their learning, and includes access to the outdoor play area. The behaviour of children is good. Children are praised for the smallest of achievements promoting their self-esteem. For example, staff smile and offer warm, soft tones in their voice with babies. Older children are praised when they share toys and take turns in activities by staff saying 'well done'. Children are confident and make independent choices in their play. This is because staff place toys and resources on the floor or on low-level shelving. Children's work is displayed throughout the nursery making them feel valued and acknowledged. The corridors contain a wealth of information for parents and photographs of children and their families help all children and their families to have a

sense of belonging.

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

The leadership and management of the nursery are good and in some areas outstanding. The management team are highly focused on promoting quality in all aspects of the nursery. A strong drive for improvement demonstrates that they are fully committed to providing the best possible start for children in their early years. The manager seeks the views of parents, staff and children as part of the self-evaluation process, and this is achieved through parent consultation, questionnaires, staff meetings and discussions with children. These are acted on and improvements put into place. For example, the children's daily care sheet contains more detailed information about children's daily learning and development and includes next steps for parent's to follow on their child's learning at home. The management show commitment to ensuring continuous improvement in all areas. Since the last inspection, the nursery has been extensively refurbished and provides a warm and welcoming modern environment for the children to learn.

The manager and staff team have a very good understanding of their responsibilities to safeguard children and promote their welfare. This is because they all have regular training in safeguarding and know when and how to seek advice and guidance. As a result, the staffs' knowledge is current and ensures children are extremely well protected from harm. Accidents are effectively recorded and parents know that they have to report accidents that occur at home. This all helps to ensure children's safety. The management team follow a robust recruitment procedure to appoint people who are suitable to work with children. These include references, qualifications, induction supervisions and appraisal procedures, as well as Disclosure and Barring Service checks. In addition, a thorough induction procedure ensures that all staff and students have a secure knowledge of their roles and the nurseries policies and procedures which underpin the safe and efficient management of the setting, and these are followed well. As a result, children are cared for very effectively. Good security systems are in place to ensure that no unauthorised person enters the nursery. For instance, the use of close circuit television enables all areas of the nursery to be monitored and entrance is gained by intercom, unexpected visitors are met at the door and their identity is checked. Visitors are signed in and out. All of this contributes to ensuring children's safety. Risk assessments are carried out on a regular basis and staff are well deployed to help keep children safe. Daily checks of the nursery and outside play areas further enhance children's safety.

The management team demonstrate a secure knowledge of the learning and development requirements. They are making ongoing improvements to analyse the progress children are making across the nursery and have developed a tracking system to track children's progress. As a result, the nursery is able to identify ways to improve practice for the benefit of the children. They meet regularly to discuss the progress children are making

and identify those who require interventions in their learning. This means gaps in learning are closing. Those in charge ensure key persons make accurate judgements on children's progress, which has led to all children being well prepared for school. The nursery has established strong partnerships with the nearby primary schools and, as a result, children benefit from continuity and a shared approach to their early education and care. This is extremely beneficial to children who use the breakfast and after school club. The nursery has also established firm links with other agencies, such as the local speech and language service, which they utilise when necessary. The manager has successfully addressed the recommendations from previous inspections, for example, children now go regular outing into the local community, and they post letters, visit the shops and attend story sessions at the adjacent library. Consequently, the effective management arrangements ensure the setting is committed to continually evolving and enhancing the good quality service offered to children and families. The manager successfully monitors staff performance and their contributions to the nursery through regular team meetings and reviewing staff record keeping and appraisals. As a result, staff identify areas for development to help improve practice. All staff receive supervision, which provides a source of support, training and professional development. Training is seen as a priority and staff are supported to gain further relevant childcare qualifications. For example, one has just completed a degree and a member of staff is working towards a level 3 qualification. This ensures all members of the staff become valued members of the team.

Outstanding partnerships are in place with parents. Parents receive very detailed information about the nursery and there is a two-way approach to caring for children. At the inspection, parents spoke highly of the 'excellent staff' and 'really good activities' that their children undertake and the support provided to themselves and children. The first class partnership with parents enables the staff to meet the children's individual needs and maximise their 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

Unique reference number	EY401564
Local authority	Derbyshire
Inspection number	915339
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	70
Name of provider	Cheeky Monkey's Ltd
Date of previous inspection	09/02/2010
Telephone number	01246 238826

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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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