

Cheeky Monkeys Colchester

William Harris Way, COLCHESTER, Essex, CO2 8WJ

Inspection date	17/10/2013
Previous inspection date	29/05/2013

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		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

- Qualified and experienced staff have a good understanding of how children learn, and offer a varied educational programme. Therefore, children, including those with special educational needs and/or disabilities, make good progress.
- The key person system is fully embedded and children are happy and feel safe and secure. Partnerships with parents, carers and other professionals are strong and, as a result, children settle well.
- Good settling-in sessions mean a smooth transition from home to nursery. In addition, good opportunities are available to children to ensure they are fully prepared and supported when they move to another room within the nursery.
- The manager is motivated and committed to provide quality childcare for all children. She encourages her staff team to embrace new initiatives to improve outcomes for children.

It is not yet outstanding because

- Occasionally, resources within the pre-school room are not consistently well presented to ensure they are inviting to children. Storage of some resources means opportunities for children to easily select are sometimes not as frequent as possible.
- Sometimes, the provision of resources to enable children to routinely explore and discover outdoors is not always fully maximised to progress them towards excellence in their learning.

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 indoor and outdoor learning environment; this included a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's learning journals, development reports and planning documents.
The inspector saw evidence of suitability and qualifications of staff, risk assessments, policies and procedures, and other documentation in relation to health and safety.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Lynn A Hartigan

Full Report

Information about the setting

Cheeky Monkeys Colchester was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries under the ownership of the Childcare Personnel Company Ltd. It is situated in a purpose built premises in Colchester, Essex. The nursery serves the local area and is accessible to all children. It operates from three main playrooms and an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday from 7am until 7pm. There are currently 92 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 a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the stimulating quality of the outdoor learning environment, for example, by providing further opportunities for children to investigate the natural world through a wider use of resources, and ensure it is rich in signs, numbers and words

- enhance the very good learning environment to support children's learning at all times. Ensure resources are easily accessible and consistently presented to encourage children's interest even further within the pre-school room.

Inspection judgements

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

Qualified and experienced staff demonstrate a good understanding of how children learn. A wide range of play opportunities in all areas of learning are provided. Children show sustained levels of concentration as they participate in activities and are keen to 'have a go' and explore. For example, some Montessori methods of teaching have recently been introduced and children use this equipment well. They sit and make good attempts to transfer cotton reels into bowls using tongs. They persevere and discover how to use the tongs effectively. Children show great satisfaction when they are successful. This activity

encourages children to think and problem solve in addition to developing physical skills.

An individual approach to supporting children's development is established. For example, observations are made and children's next steps in learning are identified. These then inform the future planning to ensure children are fully supported. This effectively improves all children's learning and ensures good outcomes for every child, including those with special educational needs and/or disabilities. Staff are able to discuss individual children accurately as they take time settling children and getting to know them. Parents are positively encouraged to share information about their children's learning and are fully involved with the 'progress check at age two'.

Staff help children relish their time outdoors. They have great fun making skittles from plastic bottles using pasta to weight them. They demonstrate good turn taking and sharing, as they line up to knock them down. Simple mathematics is used during this game. For example, staff encourage them to count how many they knock over and how many are left standing. Children explore outdoors and excitedly find worms in the mud. They lift growing boxes to see what they can find. Staff encourage children's questioning around natural habitats and pose skilful questions to encourage their thinking. However, resources to extend their interest, such as magnifying glasses and bug catchers are not always readily available. There are also not as many signs, text and numbers in the outdoor environment as there are in the rich indoor provision. This means children's very good learning outdoors is sometimes not as effective as possible. Children can take safe risks and discover how to use their bodies, while supported closely by staff. For example, they climb unaided on the climbing frame and work out a safe way to get down. A member of staff is close by to assist if required. Staff have a good understanding of the importance of a balance of child-initiated play and adult-led activities. Children enjoy rummaging amongst leaves in a tray and are encouraged to find conkers and acorns. They complete simple sums as they are asked to add together the conkers they find.

The nursery is inviting and offers a good range of quality resources. However, these are not always consistently well presented and inviting within the pre-school room. For example, some storage boxes do not have labels and photos of the content. Therefore, children are unaware of some resources that they could access to extend their play even further and increase their spontaneity. Some wall displays celebrate children's achievements and create a sense of belonging.

The baby room is bright and cosy and staff teach children a range of skills using a variety of resources. Babies participate in many different sensory activities. For example, they paint using their bodies. They have great fun pouring, using oats in large floor trays. Treasure baskets and sensory play is positively encouraged and all resources are easily accessible for the crawling child. Babies learning to walk are offered push along toys to aid their development.

Children who have English as an additional language are supported well and resources, such as dual language books and some signs that are written in the child's home language, are readily available. Children are very settled, confident and keen learners. They are developing good self-care skills, for example, ensuring they are appropriately dressed for the weather when going outdoors. Staff encourage children to make decisions.

For example, they are beginning to decide on portion size as they serve themselves lunch. They also learn to take care of the environment in which they play. For example, children help staff tidy away and set tables ready for meal times. They listen to and follow simple instructions. This prepares them extremely well for when they move onto school.

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

Children have formed close attachments to their key person. Therefore, children settle well and happily attend nursery. The recent introduction of a buddy key person promotes their well-being and means children continue to feel secure at all times. Meaningful information such as, children's routines, likes and dislikes are discussed with parents and this positively aids a smooth transition from home to nursery.

Priority is given to safeguarding children at all times. They play in a safe environment as staff ensure risk assessments are thorough and regularly completed. Records of any accidents are routinely analysed and risk assessments reviewed to ensure the nursery is safe. Children practise fire drills, and know to listen and follow clear instructions of how to evacuate the premises and this helps them to learn how to keep themselves safe. The staff are attentive toward children and speak sensitively and respectfully to them. Children are praised for their efforts. For example, good behaviour, such as listening and sitting well during lunchtime, are congratulated and rewarded. Children excitedly receive a paper apple to place on the tree to acknowledge their good efforts.

Children are friendly, display confidence and behaviour is good. This is because they know what is expected of them. Staff are gentle in their manner who speak calmly and respectfully to the children. Children are beginning to understand about the importance of a healthy lifestyle. They are offered a variety of healthy and nutritious snacks in line with their individual dietary requirements. They can make decisions about what they eat and drink and independent skills are encouraged. For example, they pour their own drinks and serve themselves at lunchtime. They are also encouraged to tidy away after themselves. All children are encouraged to enjoy fresh air and exercise daily, including the babies. Children can independently take care of their personal needs as they use the bathroom. Prompts are displayed to remind children to wash their hands after using the toilet.

Good support is in place to assist a smooth transition for children who are ready to move onto school. There is a good handover with the child's key persons. The manager encourages opportunities for children to visit their school with the key person. Primary school teachers are invited to nursery to meet the children in their familiar surroundings. Photographs are taken of the children's school and are made into books so that children can familiarise themselves and prompt discussion. Working in partnership has a positive impact on children.

The effectiveness of the leadership and management of the early years

provision

The manager is dedicated and committed to provide a quality childcare provision for children. The manager has a very good knowledge of how to promote children's progress as she has a secure understanding of how children learn. The educational programme is monitored and new staff now receive support and guidance from the management team to ensure this is maintained to a good standard. Staff practices are regularly evaluated. Staff training, appraisals and supervision ensure staff receive coaching to improve their personal effectiveness.

All staff demonstrate a clear understanding of their responsibility to safeguard children and this is embedded in everyday practice. A thorough recruitment process ensures staff complete appropriate checks and an induction. Children's well-being is protected because most staff have completed safeguarding training and understand the procedures to follow, should they have a concern regarding a child's well-being. Policies are regularly evaluated to ensure they work in practice and are robust. For example, the process for recording accidents and information provided for parents.

The manager is able to discuss plans to improve the provision for children. Recommendations made at the last inspection have, and continue to be, implemented. For example, a buddy key person system is now in place to minimise any disruption for children should their own key person be absent for any reason. Development of the garden continues to progress and plans are in place for a local community group to renovate the outdoor play area. The manager can highlight strengths and areas for further development. A self-evaluation process is regularly reviewed and includes parents and children's views.

The manager and staff invest time establishing strong partnerships with parents and other carers involved with their children. This means children receive the best possible care. Parents are encouraged to share what they know about their child's abilities when they first attend, and are positively encouraged to support their children's learning at home. A home book is used to assist this process. An open door policy, access to children's development records, and arranged meetings with the children's key person offers parents opportunities to discuss their children's development. Information about how children learn and photographs of the children at play are displayed within the rooms. This gives parents a good insight into their child's time at nursery. Parents positively comment on their satisfaction with every aspect of the nursery. They particularly comment on the ease with which their children settle and the supportive staff during this process and when potty training. Parents comment how happy their children are to attend.

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	EY425653
Local authority	Essex
Inspection number	935641
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	92
Name of provider	The Childcare Personnel Company Ltd
Date of previous inspection	29/05/2013
Telephone number	01787221102

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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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