

Cheeky Monkeys Day Nursery

161 Durham Road, STOCKTON-ON-TEES, Cleveland, TS19 0DS

Inspection date	14/11/2013
Previous inspection date	14/12/2010

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
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

- The company's robust policies and procedures for the safe recruitment of staff have not always been followed and implemented.
- Some staff are not secure in their teaching or understanding of the learning and development requirements. Arrangements are not in place to provide them with effective supervision, which includes support and coaching to help them improve their practice.
- Observations and assessments are not used well enough to plan a wide range of learning experiences, which reflect children's individual interests and starting points. As a result, not all children make sufficient progress.
- The key person system is not well-embedded. It does not support engagement with parents to ensure the individual needs of all children are known and met.
- The arrangements in the baby room for washing children's hands and cleaning the dining chairs do not promote children's health.
- Strategies for engaging parents in their child's learning and development are weak. This means parents are not fully aware of what their child is learning.

It has the following strengths

- The premises are safe and secure and effective steps are taken to reduce potential risks to children.

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 play rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings and discussions with the management and leadership team throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lindsey Pollock

Full report

Information about the setting

Cheeky Monkees Day Nursery was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five settings run by a limited company. It operates from three playrooms and associated facilities within a self-contained building located in Stockton-on-Tees.

The nursery employs 16 members of childcare staff including the manager. All hold appropriate early years qualifications at level 3 and above.

The nursery opens weekdays from 7am until 6pm all year apart from bank holidays. There are currently 84 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure all staff working with children are subject to a rigorous recruitment procedure to ensure that they are suitable to fulfil the requirements of their role
- implement effective supervision and performance management arrangements to monitor staff practice and to support them to improve their teaching skills to promote children's welfare and their learning and development
- improve the arrangements for observation, assessment and planning so that the individual needs, interests and stage of development of each child are considered and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development
- implement a more effective key person system so that parents are aware of who their child's key person is so they can share information is shared to help children make the transition from home to the nursery and from nursery to school, and to ensure every child's care, learning and development is tailored to meet their individual needs
- improve the hygiene procedures in the baby room to promote the good health of the children and to prevent the spread of infection
- involve parents in their children's learning by improving the exchange of information on entry and during the placement, encouraging them to share what they know their child can do at home.

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

The provision to promote children's learning and development is inadequate. There are considerable variances in the quality of teaching throughout the nursery. While some staff have a good understanding of how to promote children's learning and do this well, others appear to lack the confidence and enthusiasm to teach effectively. The arrangements in place for observation, assessment and planning should mean that activities are clearly matched to individual children's needs as the key person is responsible for planning for each child. However, observations and assessments are inconsistent in quality. In some cases they are not completed, are not accurate enough to build on children's progress and identified next steps are not used to inform planning. This results in weak teaching, activities that do not enthuse and engage children and staff who are not secure in their knowledge of how well children are progressing.

Some staff engage and interact very well with children. In the pre-school room the staff extend children's thinking during story time asking them what they think will happen next and during lunchtime when they encourage and support children to be independent. However, this good quality teaching is not consistent. For example, some staff do not recognise that nappy changing time is a valuable opportunity to engage with children on a one to one basis and promote their communication and language. They complete this task without speaking to the child or giving them eye contact as they are changing them. At other times staff become distracted by tidying or by writing observations rather than talking and playing with the children. Some staff miss opportunities to encourage children to be active learners and 'have a go' at doing things for themselves. When preparing to go outside to play, staff put the toddlers' coats on for them even though some of the children are keen to do this themselves. This does not help children to develop the attitude and skills they need to be ready for the next stage in their learning.

Successful arrangements for engaging with parents about their child's learning are not in place. Very little information is obtained, if any, about where parents feel their child is in their development prior to them starting at the nursery so that staff can establish children's starting points. Some information is shared verbally about children's progress and their development files are occasionally sent home for parents to see as children move through the nursery. However, some parents say they have not seen their child's learning development files at all. Consequently, there are not secure, effective strategies in place for staff and parents to share information to help promote children's learning.

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

The nursery does not fully promote children's well-being. The company has documents, such as 'all about me' forms for staff to use so information can be gathered to help children make a smooth transition from home to nursery care. However, these are often either not completed at all or have the minimum of information recorded. Consequently, staff do not know about children's likes and dislikes and what they are interested in so they can settle children in quickly and happily. Each child has a key person, but on speaking to parents it is clear they often do not know who that person is. This ineffective key person system does not ensure a good two-way sharing of information to promote children's well-being and their learning and development. For example, staff do not work with parents and support them to make arrangements for children's progression into school.

Staff caring for the younger children are sometimes too engrossed in activities away from the children and do not give them their full attention. For example, they spend time doing cleaning tasks while children play unsupported close by. This does not support children's emotional well-being or build their self-confidence. As a consequence of this lack of interaction, the children quickly lose interest in the mark making activity and become restless. Staff caring for older children in the pre-school engage well with them and support them in learning how to manage their own behaviour. They teach them how to share and take turns and important self-care skills, such as managing their personal care. This helps them to be ready for school.

The majority of staff have completed first aid training and follow safe procedures for dealing with accidents and for administering medication. They take children out daily in the garden areas to benefit from playing in the fresh air and to promote their physical development as they use the equipment. Staff in the pre-school room engage children in discussions around road safety to help them learn to how to keep themselves safe. Staff in the pre-school room and tweenie room successfully teach children about the importance of washing hands. They talk to children in the pre-school room about oral hygiene and encourage them to clean their teeth after lunch. Staff ensure tables are clean before being used for snack and lunches and maintain good standards of hygiene. However, staff in the baby room are not as vigilant and children are placed in dining chairs with trays that have not been cleaned and they do not always wash children's hands prior to them eating their morning snack. This does not promote children's health.

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

This inspection was brought forward by Ofsted when they received information that the nursery does not follow rigorous recruitment and selection procedures to ensure staff are suitable to work with children. It was found that although the provider has clear procedures in place, these have not been followed in some cases when staff have been appointed. This relates to the seeking of suitable references. The registered providers are disappointed that their policies have not been adhered to and are keen to address this immediately. However, they recognise that the nursery has failed to meet a legal requirement to help safeguard children. It is also a requirement of the provider's registration on the Childcare Register that there are effective systems in place to ensure the suitability of staff. Staff have a sound understanding of their responsibilities for protecting children and many have completed safeguarding training. A written policy is in place, which includes contact numbers for the relevant authorities, so staff know who to pass concerns onto. The premises are secure and a record is kept of all visitors to the setting. Risk assessments are completed and effective steps are taken to ensure the premises are safe. The inspection also found that there is a failure to meet the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. There is ineffective monitoring of the delivery of the educational programmes. This does not help children to progress to the early learning goals.

The existing arrangements for the monitoring and evaluation of the provision are poor and there has been failure to identify where legal requirements are not met and where there are areas for improvement in staff practice. Supervision and appraisal sessions have not been completed. As a result, the management team have missed opportunities to foster a culture of mutual support, teamwork and continuous improvement to support staff and fully identify their training needs. This has an impact on the motivation of staff, which does not benefit children. The registered providers have recently recruited a new member of staff who will shortly take up the position of manager. This person is aware that the quality of the provision needs to improve and is starting to identify and prioritise tasks to ensure this occurs. Staff feel that in the past there has been a lack of support and sharing of information to help them in their role. However they are feeling more positive since the

appointment of the new future manager. This indicates there is a willingness and a capacity to improve.

Parents spoken to on the day of the inspection seem to be satisfied with the care their children receive. They describe the staff as being 'friendly' and feel their children have made progress since starting at the nursery. However, there is little evidence to show that parents are involved in the evaluation of the provision other than in conversations, to help bring about change and improvement. Effective partnerships with schools are in place and the nursery staff work well with health professionals, such as Portage workers to ensure children get the help and support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- implement effective systems to ensure that any person caring for, or in regular contact with children is suitable (compulsory part of the Childcare Register)
- implement effective systems to ensure that any person caring for, or in regular contact with children is suitable (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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY413293
Local authority	Stockton on Tees
Inspection number	938550
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	84
Name of provider	AAM & Sons Limited
Date of previous inspection	14/12/2010
Telephone number	01642775587

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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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Piccadilly Gate
Store St
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M1 2WD

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