

Cheeky Monkeys Afterschool Club

Oaktree Primary School, Newham Grange Avenue, STOCKTON-ON-TEES, Cleveland, TS19 0SE

Inspection date

Previous inspection date

08/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff have a good knowledge of how children learn as they plan to meet their individual needs and support their next steps in learning. As a result, children make good progress in all areas of their learning and development.
- Children are eager and motivated to learn because staff provide them with a good range of interesting and stimulating learning opportunities.
- Staff are good role models as they reinforce appropriate behaviour and provide clear guidance to the children. As a result, children's behaviour is good and they understand the expectations of the setting.
- Children are provided with a safe and secure environment because staff have a thorough knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage.

It is not yet outstanding because

- There are further opportunities for children to be provided with a range of new and different experiences by rotating resources on a more regular basis.
- There is room to strengthen partnerships with local schools, so that there is increased sharing of information about children's learning and a more consistent and complementary approach can be established.

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 viewed all areas of the after school club accessed by the children.
- The inspector carried out a joint observation with the deputy manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members.
- The inspector carried out an interview with the deputy manager and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Rachel Enright

Full report

Information about the setting

Cheeky Monkees Afterschool Club was re-registered in 2013 at new premises and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located within Oaktree Primary School in Stockton-On-Tees and operates from the dining hall. It is one of five settings registered by a privately owned limited company. The setting serves the local area and is accessible to all children. There is access to an enclosed outdoor play area.

The setting employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 4 or above. The setting opens Monday to Friday, from 3pm until 6pm, during school term time. A holiday club is also provided from 7am until 6pm during school holidays. Children attend for a variety of sessions. There are currently seven children on roll who are in the early years age group.

What the setting needs to do to improve further

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

- enhance the already good educational programme by rotating resources to ensure that children are provided with new and different experiences
- strengthen partnerships with local schools so that there is a more effective method for sharing more detailed information and complementing the children's learning and development.

Inspection judgements

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

Children enjoy a good range of interesting and stimulating learning opportunities across all seven areas of learning; as a result, they are eager and motivated to learn. Staff have a clear knowledge of how to promote and support the children's learning and development. They show this by planning activities and experiences to focus on the children's individual needs and interests. The quality of teaching is good and, as a result, children make good progress overall in their learning and development from their starting points. This supports their future learning and enables them to acquire the skills needed for school. Although the setting has only been open for a short period of time, they have started to make links and partnerships with local schools to share information about children's learning and development. However, there is room to strengthen these partnerships so that there is a more effective method for sharing more detailed information and complementing the children's learning. Staff complete regular observations and assessments which are linked

to the Early Years Foundation Stage and are used to identify their next steps in learning. Individual learning journey records are completed for the children which highlight their achievements and inform future planning. Parents are kept well informed about their child's progress and development as staff provide verbal feedback at the end of each session and encourage them to share information about learning at home.

Communication and language is supported effectively in the setting. Staff talk to children throughout the session and encourage them to talk about their day at school; as a result, children feel valued. Children concentrate well as they become engaged in activities and show perseverance until they complete the task, for example, they use glue and glitter to make pictures for Chinese New Year. Children have access to a cosy area with large cushions and beanbags for quiet time with their friends or to enjoy a range of books. Staff encourage children to recognise and meet their own needs by providing times to be restful and active. Children are very happy at the setting and show confidence as they sit together as a group during mealtimes and talk to their friends.

Good opportunities for physical development are provided for the children as they take part in an indoor group activity where they throw balls to each other and jump to catch them. In the outdoor environment, children have access to a variety of resources including large climbing equipment and balancing beams. As a result, they are able to explore, test and develop their physical skills. Mathematics is promoted well as children play with games and jigsaws which support their knowledge of shape and number. All resources are easily accessible and children are encouraged to make independent choices within their play. However, there are further opportunities for children to be provided with a range of new and different experiences by rotating resources on a more regular basis.

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

Staff provide children with a warm and inviting environment to support their well-being and development. The key person system helps children to form positive relationships and secure emotional attachments. Younger children have a close bond with staff as they ask for cuddles or sit on their knee during activities when they are tired. Staff are aware of the individual needs of the children and recognise when they require additional support and reassurance. Staff work closely with parents to share relevant information and to support the children's overall development. This means that children's transitions into the setting are effectively supported. Parents spoken to at the time of inspection comment that they feel welcomed by the staff and the setting is like a home environment for their children.

Children are encouraged to be independent learners through day-to-day activities by accessing their own resources, washing their own hands, pouring their own drinks and clearing away their own dishes at mealtimes. Staff encourage children to manage their own personal needs and to promote their own health and well-being. Children are provided with daily outdoor and physical development activities to ensure they can be active. They also have daily fresh air and exercise during their walks to and from school. Staff provide a variety of healthy and balanced meals to develop their understanding of a healthy diet and lifestyle.

Staff are good role models as they reinforce appropriate behaviour and provide clear guidance to the children. As a result, children's behaviour is good and they understand the expectations of the setting. Children show good manners and are polite. Staff talk to the children and help them to understand the needs of others and offer suggestions so any disagreements are resolved. Children receive constant praise and reassurance from staff, which develops their self-esteem and confidence. Staff provide a range of activities to develop children's awareness of staying safe, for example, children recently have been involved in a road safety campaign. Effective procedures are in place to ensure that all children understand the rules and boundaries when walking to and from school. Children are considerate and respectful as they learn how to play alongside other children, share and take turns.

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

The manager and staff have a thorough knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is supported by a good range of policies and procedures to ensure the children's safety. All staff have attended relevant safeguarding training and understand their responsibilities to protect children. Detailed written risk assessments are in place to ensure that the indoor and outdoor environments are safe and secure. These are enhanced by daily health and safety checks to identify any potential hazards. There are good recruitment and vetting procedures in place to ensure that staff are suitable for the role and setting.

Regular supervisions and appraisals with staff ensure that they can discuss their strengths and areas for future improvement. Training needs are identified through this process; as a result, staff feel supported in their professional development. Self-evaluation is good because the staff accurately identify strengths and areas for future improvement. Staff seek feedback from parents and children through regular questionnaires and act upon this information to help inform the self-evaluation process. As a result, parents feel involved and can contribute to the development of the setting.

Staff have strong and positive relationships with parents as they work together to meet the children's individual needs. Parents are happy to express how they are satisfied with the service they receive from the setting and that their children are very settled. Good quality information about the setting is displayed on parent notice boards in the main entrance. The setting works closely with the local authority to support the children's learning and development. Although the setting has only been open for a short period of time, staff understand the importance of working in partnership with other providers and local primary schools to promote effective transitions.

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	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	EY467632
Local authority	Stockton on Tees
Inspection number	930669
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	24
Name of provider	AAM & Sons Limited
Date of previous inspection	not applicable
Telephone number	07795510837

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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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