

# K8Z Cheeky Monkeyz

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

<b>Inspection date</b>	27/03/2014
Previous inspection date	30/07/2013

<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		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

- Good teaching strategies are in place to help children develop early language and communication skills, and to support their physical, personal, social and emotional development. As a result, all children are very well motivated to learn and make good progress.
- There are very good partnerships with parents and local schools, as a result, all children are very well prepared for their next stage in learning.
- Healthy lifestyles are very well promoted, which means that all children understand the benefits of eating healthy food and having regular physical activity
- The manager has a good understanding of the Early Years Foundation Stage requirements, which means that children's learning needs are met and they are kept safe.

### It is not yet outstanding because

- There is scope to enhance the learning environment further by reviewing the positioning of displays and using more natural, open-ended resources to further stimulate children's imagination and learning.
- The good systems in place for monitoring children's progress have yet to be fully refined by, for example, tracking the progress of specific groups of 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 checked all relevant documentation and scrutinised requested policies and procedures, including those for safeguarding and the recruitment of staff.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of staff's suitability to work with children, the provider's self-evaluation form and the development and action plans in place to secure continued improvement.
- The inspector spoke with parents, the nursery manager, individual staff and children at appropriate times throughout the inspection.

## Inspector

Lynnette Kobus

## 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 7am 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 45 children attending. The setting provides funded early education for three- and four-year-old children. The setting employs nine 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. The setting supports children who have special educational needs and/or disabilities and children for whom English is an additional language.

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

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

- enhance the learning environment through the use of more natural, open-ended resources, to further stimulate children's imagination during role play activities
- refine tracking systems for monitoring the progress of specific groups of children.

### Inspection judgements

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

Teaching is good and all practitioners match play activities to children's individual interests. As a result, children are well motivated to learn. High quality training has had a positive impact on children's development in the areas of learning for communication and language and personal, social and emotional development. This ensures that all children make good and sometimes rapid progress in these areas of learning and development. Furthermore, very strong links with parents, who fully contribute towards learning activities, mean that children are well prepared for school and their next stage of learning. Children show good control and coordination in large and small movements. They move confidently and handle equipment, tools and resources effectively. For example, they climb on the apparatus, and benefit from regular swimming lessons at the on-site

swimming pool. Consequently, they develop their physical skills very well. Children develop their knowledge of information and communication technology, and competently use technology appropriate to their stage of development. For example, they use toys which switch on and off, computers to retrieve information and understand the concept of on/off switches.

Practitioners join in children's play, role modelling and extending their vocabulary appropriately to their stage of development. This means that children are learning to develop their language and thinking skills. There is a sharp focus throughout the nursery on promoting all areas of learning and development. Children develop their communication and language skills as they show interest in familiar sounds. Practitioners encourage children to repeat familiar words and provide opportunities for children who speak English as an additional language to speak and listen in their own language in order to participate fully. A range of multicultural resources positively promote respect for all cultures. Children read and write as appropriate for their stage of development and they particularly enjoy learning sounds through rhyme time. Children enjoy contributing towards a book that they have made, which includes a wealth of information about a wide range of cultures. Consequently, children learn to respect their own and other people's cultures and are highly motivated to learn. Furthermore, children consistently display the characteristics of effective learning.

Practitioners plan learning using the information gathered from parents on entry to the setting and on an ongoing basis. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Every day the children have time within their own small key person groups, which means that individual needs and interests of all children are very well met. Prompts to remind all practitioners how to promote language are effectively displayed within the nursery playroom. Every child has an individual profile and a record of learning that identifies their progress. Parents contribute to learning booklets that are sent home on a regular basis as a communication tool. Practitioners plan activities based on information from parents and share ideas from the setting to promote learning opportunities at home. As a result, very good relationships with parents are actively contributing to children's learning and progression.

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

Practitioners support children to feel secure and comfortable with routines and close relationships with their key person. They fully engage in their activities and experience varied and imaginative learning opportunities based upon the individual interests of each child. To help prepare children getting ready for school, practitioners work closely with local schools and have devised very effective transition strategies in partnership with parents. As a result, positive relationships are actively contributing to children's future learning. Children form strong, secure emotional attachments which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between practitioners and children, through a strong key person system, ensures that all children form positive and trusting relationships. Children settle well because practitioners find out good information from parents about their child before they

start at the nursery, to ensure all children's needs are known and effectively met.

Practitioners effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at mealtimes children choose from a healthy, varied menu. Children enjoy the meals and all eat competently, using appropriate cutlery. Practitioners act as good role models, helping children to learn how to be healthy, such as washing their hands before lunch and providing a healthy, well-balanced diet. Children are able to manage their own self-care appropriate to their age because all practitioners provide good guidance and give them time to complete tasks. For example, children competently feed themselves and clear away their crockery and cutlery. Practitioners role model positive communication strategies to help children understand about acceptable behaviour. Consequently, children's behaviour is very good. This ethos is consistent throughout the nursery, resulting in rapid progress in personal, social and emotional development for all children. Children take home 'Cancan' to look after at home and share his adventures in nursery. These contribute towards a large book which the children have made and which they regularly enjoy reading together. Reading is a strength of the nursery, with practitioners regularly reading stories together with children, based upon their interests.

Children benefit from their time spent outdoors and this promotes their health and well-being very effectively. However, there is scope to enhance the learning environment by the use of more natural, open-ended resources to further stimulate children's imagination through role play activities. The garden is secure and organised to make sure children can play safely and learn to take risks, for example, by balancing and climbing, supported effectively by practitioners.

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

Since the last inspection the management team has made many changes to their practice, which have impacted positively on the education and care for all children. They work closely with local schools and the local authority advisors to improve what is offered and are proactive in meeting any actions set. As a result children are making good progress in their learning, relative to their starting points. Each action set at the last inspection has been met through careful consideration and clear targets set through development plan. A new system developed by the manager is now fully implemented to ensure that all children's learning and development needs are met, in an inclusive, respectful environment. Safeguarding procedures are very robust. All practitioners prioritise children's safety and have a very good awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or the behaviour of colleagues. Practitioners are fully aware of the nursery's designated child protection managers and the process to follow if they are concerned about any issues within their practice. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources, ensure that children's safety remains paramount. Robust recruitment and vetting systems ensure all

adults working with children are suitable to do so. Furthermore the majority of practitioners hold an up to date paediatric first aid certificate. As a result, children are fully safeguarded.

Leadership is very good and focused improvement plans are in place to secure continuous improvement. The practitioners share a vision to provide an excellent service for the children and their families, therefore, making a positive difference to their lives. Practitioners are very well motivated in their continuous professional development and are continually seeking ways to improve. Managers continue to monitor practitioners' performance within the nursery rooms and ensure that practitioners are deployed effectively according to qualifications and experience with specific age groups of children. As a result, they have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services involved. However, there is scope to enhance the already good systems in place for monitoring children's progress by, for example, further refining tracking progress of specific groups of children.

The setting works closely with the local early years team, who provide training and support which has enabled practitioners to provide a range of strategies to support learning and development for all children. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents contribute to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. The nursery works very closely with other settings and local schools, which means that children are very well prepared for their next stage in learning, including transition to school. Individual planning for children's development is shared with other parents and appropriate professionals, such as speech and language therapists, if required. As a result, there is consistent, secure support for children with special educational needs and/or disabilities, and therefore all children's needs are very well met.

### **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

<b>Unique reference number</b>	EY459369
<b>Local authority</b>	Sefton
<b>Inspection number</b>	933333
<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>	45
<b>Name of provider</b>	Katie Louise Forster
<b>Date of previous inspection</b>	30/07/2013
<b>Telephone number</b>	07950380860

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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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