

Cheeky Monkeys Day Nursery

Keptie, Brigg Road, South Kelsey, MARKET RASEN, Lincolnshire, LN7 6PH

Inspection date

20/02/2014

Previous inspection date

15/04/2009

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

- Staff have a good understanding of the procedures they follow if they have concerns about a child's welfare, including any concerns which relate to the practice or behaviour of colleagues.
- Children's behaviour is managed well through skilful and consistent strategies, therefore, they develop good social skills and are caring towards their friends.
- Staff are skilled at involving themselves sensitively with children's own play and make good use of the opportunities this affords to extend their learning and development.
- The effective monitoring of the provision effectively promotes the continual improvement of staff skills and practice.
- Strong relationships with parents mean that key persons know their children well and parents are successfully included in their children's learning and development.

It is not yet outstanding because

- Some opportunities to promote children's independence and self-care skills are sometimes not promoted as well during routine activities.
- Although, the outside environment is good, there are less opportunities for children to develop their imagination by exploring open-ended resources, such as resources to den build.

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.

Inspection activities

- The inspector observed activities in the playrooms and garden.
- The inspector sampled documentation, policies and procedures and records, including evidence of the suitability and qualifications of staff working with children.
- The inspector looked at assessments made on children's progress and planning documentation.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector and manager conducted a joint observation.
- The inspector spoke to staff and interacted with children throughout the inspection.

Inspector

Elisabeth Wright

Full report

Information about the setting

Cheeky Monkeys Day Nursery was registered again in 2008 on the Early Years Register after a change of ownership. It operates from a converted barn in the village of South Kelsey, Lincolnshire and is privately managed. Children are cared for in two main rooms, with an enclosed outdoor play area. The nursery serves the local area and is accessible to all children.

The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 31 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their independence and self-help skills, for example, by encouraging them to serve their own food at mealtimes and by reviewing hand-washing procedures for younger children
- extend the already good outdoor provision to extend the range of open-ended activities available to further enhance children's imagination and exploration.

Inspection judgements

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

Teaching is effective in promoting children's good progress across all areas of learning and development. Staff interact skilfully with children's own play, which stimulates their thinking by introducing new ideas and concepts. For example, when a child becomes frustrated because the marble run they have constructed does not work how they intended, a member of staff talks to them to help them explain what it was that they wanted it to do. She then encourages the child to think about why it does not work, which means they are able to work out for themselves what they need to change. The child is involved in setting their own learning goals and methods and takes pride in their achievement. Key persons work closely with parents, building up a clear understanding of each child's individual stage of development, interests and learning style from when they first start at the nursery. Therefore, they are able to plan effectively for each child's needs. Staff make ongoing observations of each child's achievements and interests, which they use to make an accurate assessment of their progress. Consequently, any areas of

development that need a stronger focus are quickly identified and supported. This ensures that the progress of all children is balanced across all areas of development.

Communication and language skills are promoted well. Staff working with the younger children keep sentences short for those who are just beginning to develop language. This enables them to listen and concentrate. Staff weave new words into their conversation to extend and develop children's vocabulary. A member of staff playing with children refers to the soft toys being 'bigger' or 'smaller' and uses positional language, such as 'under the blanket'. Young children develop their early understanding of mathematics. They learn about numbers as they count, 'one, two, three', before starting each song at circle time. Older children develop their mathematical interest when a member of staff introduces tape measures into a construction activity. Children are soon comparing the measurements they take of each other. Their enthusiasm leads them to extend their learning, as they begin to measure other objects in the room and compare their findings. The nursery supports children as they go for walks and visits within the village. They learn about the wider world as they explore other cultures and festivals, such as Chinese New Year.

Children benefit from a stimulating environment indoors where they can access a good range of resources. They are able to develop independence as they make choices about what they would like to do and how they would like to do it. In this way, they are motivated to learn, as they explore and experiment, while negotiating play together, or choosing to focus on their own ideas. The outdoor environment provides children with space to move around freely and engage with a good range of resources and activities. However, this is slightly less well resourced than inside, in providing opportunities to develop imagination and exploration, for example, by building their own dens. Children are confident, articulate and independent. They are prepared well for their future learning when they move onto school.

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

Children develop good social skills and behave well. Staff have recently reviewed their behaviour management training and have developed effective skills in guiding and managing behaviour. Children benefit from consistent rules and expectations, therefore, they know what is expected of them. They show their familiarity with these rules as they use them spontaneously, when interacting with each other. A child who wants to use the computer explains this to the children who are currently playing there. They agree to set a timer, which gives them time to finish their game and reassures the child that they will have their turn. Staff are sensitive to children's differing needs and temperaments and adapt their strategies to support these. For example, some children like to withdraw from the group and play on their own in one of the quieter areas. Children are very confident and secure because their key persons build good attachments with them. Strong relationships are developed with parents, which enable a good flow of information, which provides children with consistency of care. Staff provide children with good role models of care and consideration. Through their example, younger children have formed a close-knit group who have strong friendships. When a two-year-old pulls the blanket over their legs in the quiet room, they notice that another child now has no blanket. The child carefully readjusts it, so that they can both share. The high level of emotional security children

demonstrate prepares them well for future transitions and changes, such as when they move onto school.

Children benefit from a healthy diet and nutritious meals and snacks. Pictures are displayed of the snack menu, which gives them time during the session to think about what they will choose. However, children have less choice to develop independence and self-care during mealtimes because the food is already served for them. Older children demonstrate they are developing a secure understanding of a healthy lifestyle through embedded routines. Children in the pre-school room are independent in accessing the toilets and remember to wash their hands without needing to be reminded. Hand-washing facilities for the younger children have not been developed so well, therefore, these children have less opportunities to develop self-care skills, because their hands are washed and dried for them.

Children's safety is promoted well. Daily checks made of the premises ensure that any hazards are quickly identified and action is taken to minimise the risk. Staff give children gentle and consistent safety reminders while they are playing. Children take responsibility for keeping their own environment safe, as they tidy toys away and pick up objects they have dropped on the floor. Toys and resources are kept clean and in good repair, therefore, children can use them safely. Procedures for the administration of medication are followed rigorously by staff and this information is shared with parents.

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

This inspection was brought forward because of an allegation made by a parent that a member of staff had mishandled a child and information received from the provider with regard to this allegation. The provider agreed that a member of staff had not implemented the behaviour management policy. The provider took appropriate action promptly to address this, by retraining the member of staff and reviewing the behaviour management policy with the staff team as a whole. This ensures that all staff have a secure knowledge and understanding of how to handle behaviour. Therefore, children's well-being is now assured.

The provider demonstrates a secure knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Consequently, children are protected and kept safe within the nursery. There is a high emphasis and commitment to training, for example, the staff team has recently reviewed safeguarding and behaviour management procedures to ensure the children benefit from a consistent approach. The management team monitor the quality of the provision well. Therefore, they take prompt action to address any issues that arise. Regular one-to-one supervisions and staff appraisals are enhanced by observations of practice in the rooms. This enables managers to build up a good picture of the strengths of the staff team and to focus sharply on the identified areas for development.

Staff demonstrate a secure knowledge and understanding of their roles and responsibilities in reporting any child protection concerns. They clearly identify the signs and symptoms

that would cause these concerns. Recruitment procedures are robust, with all required checks carried out and references sought to establish the suitability of adults to work with children. An effective induction programme covers the policies procedures and practices of the nursery. New staff are mentored and monitored through their probationary period to ensure children are cared for by a skilled staff team.

Managers monitor the educational programme by reviewing children's files and assessments. This ensures that records are kept up to date and assessments and planning are precise and well targeted to children's individual needs. Partnerships with parents and other professionals are sought and valued. Parents spoken to say that they are listened to and especially appreciate the close-knit family atmosphere of the nursery. They are aware of how to raise concerns. Contact information for Ofsted and local authority safeguarding services are displayed for both parents and staff to raise concerns. The nursery values the support of the local authority and works closely with them to provide advice and training. Staff views are sought through team meetings and informally through everyday contact. Staff and managers work strongly together as a team, which provides the children with a calm and consistent atmosphere. The nursery demonstrates a good capacity to bring about continuous improvements. All required documentation for the effective management of the nursery is in place and available for inspection.

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	EY384826
Local authority	Lincolnshire
Inspection number	953216
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	31
Name of provider	Michelle Ellen Dowse
Date of previous inspection	15/04/2009
Telephone number	01652 678631

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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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