

Cheeky Monkeys OSC LTD

Highfields Primary School, Elder Lane, BURNTWOOD, Staffordshire, WS7 9BT

Inspection date

Previous inspection date

02/06/2014

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

- Teaching offers a balance of adult-led and child-initiated activities to help children make good progress in all areas of learning. The planning of activities complements the experiences children receive in school.
- Children feel safe and secure and enjoy their time in a friendly and stimulating environment. They are interested and keen learners who display the characteristics of effective learning.
- The partnership with parents, the local school and pre-school contributes effectively to ensure that children's individual needs are well supported.
- Leadership and management is strong. Staff have a clear knowledge of safeguarding issues, taking their responsibilities seriously and being prepared to act in the best interests of children at all times.

It is not yet outstanding because

- Staff do not always help children to be fully aware of healthy options, for example, by providing a variety of healthy snacks at the after school sessions.
- There is scope to enhance the good progress made in children's learning by providing further effective challenges, particularly during large group activities.

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 main school hall.
- The inspector held discussions with the managers and staff.
The inspector looked at children's assessment records, planning documentation,
- evidence of the suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of the children, parents and carers spoken to on the day of the inspection.

Inspector

Jasvinder Kaur

Full report

Information about the setting

Cheeky Monkeys Out of School Club opened in 2013 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Highfields Primary School in Burntwood, Staffordshire. The setting is privately owned and managed. It serves the local area and is accessible to children attending the school. It operates from the main school hall and the reception classroom. All children have access to the enclosed playground for outdoor play. There are currently 65 children on roll. Of these, nine are within the early years age range. Children attend for a variety of sessions. The setting opens Monday to Friday, from 8am to 8.55am and from 3pm to 5.30pm, during school term time. The setting supports children with special educational needs and/or disabilities. There are three members of staff who work directly with the children, all of whom have early years qualifications at level 3 and 2. One member of staff is currently working towards an Early Years Foundation Degree. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enrich children's good health, for example, by providing a balanced range of healthy snacks at the after school sessions
- enhance children's effective learning by ensuring that each child receives further challenging experiences, particularly during large group activities.

Inspection judgements

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

Staffs' effective teaching practices ensure children are provided with stimulating play opportunities to make good progress across all areas of learning and development. All staff working with children have appropriate childcare qualifications and have a commitment to accessing ongoing training. To meet children's individual needs, activities complement what is offered in school. This applies equally to children who have special educational needs and/or disabilities. Consequently, children are enthusiastic and eager to express their skills in play and are well prepared for school the next day. Overall, staff use good questioning skills to set challenges for children, enabling them to think critically and be actively involved in activities. However, during large group activities staff do not consistently ensure that each child receives further challenging experiences, which help them to take an active part in games. Nevertheless, staff know the children very well, as they initially obtain detailed information about children's progress from their schools and pre-school settings. They provide good support for children to settle in at their new school

by providing opportunities to choose and self-direct their play while at the setting. Staff observe and assess children during play and use the information gained to support children's individual development. Parents contribute to initial assessments of their children's starting points and are kept well informed about their children's achievements and development through regular feedback.

Staff use good teaching skills, including asking open-ended questions and encouraging children to try new activities. They interact with the children, engaging them in conversation and promoting their language and communication abilities well. Children extend their vocabulary by sharing their thoughts and experiences throughout the session, including at snack times. For instance, they take part in board and card games to guess words, explaining what they have found on the cards. These games also encourage them to learn to link sounds with letters as they are asked to think, for example, of words beginning with 'r' or 'c'. Good opportunities are provided for all children to write for different purposes. For instance, they write about activities they like to do and stories, as well as writing in their own 'scrap' books. The space in the book area is well organised, so that children can relax and enjoy quiet times. Staff support children's understanding of number and shape through daily routines and during play, such as matching and sorting shapes and colours, playing number games and counting children at register times.

Staff provide a good selection of resources and opportunities for children to familiarise themselves with information and communication technology, including the use of computers, cameras and a number of electronic toys. Opportunities, such as discussing different countries, weather and growing and watering plants enhance children's knowledge about the natural world. There is a wide selection of materials available depicting positive images of diversity to help children understand and respect the values of others. Staff organise themed activities to promote awareness and encourage children to take an active part in associated artwork for displays and to mark different festivals throughout the year. They acknowledge Greek and Italian days by listening to music and dancing. Children are encouraged to use their imaginations and express their thoughts, as staff provide free access to a good range of art materials to develop children's creative skills. They produce their own artwork alongside more structured art activities for the purposes of themed pieces, such as rockets. Children are also provided with a range of musical instruments and sensory experiences, including sand and malleable materials.

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

Staff promote children's personal, social and emotional development very well. They welcome the children into a relaxed and inviting environment, where they have the independence to express their curiosity through spontaneous participation. Consequently, children are happy and confident, while they learn to get along with older children in both large and small group activities. The key person system supports engagement with all parents and helps children to develop a sense of trust in staff. Through a strong and close partnership with parents, staff are able to meet children's learning and welfare needs. As a result, children establish warm and relaxed relationships with staff. All staff have a good knowledge of each child's individual needs. Their strong association with the school, Special Educational Needs Coordinator and other professionals allows them to seek advice

to ensure children get the support they need. This also enables staff to plan complementary activities that meet children's learning needs.

Children's physical development is fostered by staff emphasising the importance of outdoor play and indoor physical activities. A wide range of physical play equipment promotes children's manipulation and movement skills. Younger children show good control in holding objects and equipment and in using a variety of mark-making tools. Staff support children well so they understand the importance of basic personal hygiene. As a result, children spontaneously wash their hands before they eat and after using the toilet. They generally learn about the benefits of healthy eating through themed projects. This is reinforced through growing vegetables and providing healthy food at most times. For example, cereals, wholemeal toast and milk are served at the breakfast session. However, at the after school session, staff do not always promote children's good health by providing a balanced range of healthy snacks, including fresh fruit.

Children behave well, demonstrating an understanding of the set boundaries and expectations within the setting. They are familiar with the routines. They respond positively to guidance from the staff, who value children's individuality and praise their good behaviour. Children confidently make decisions in choosing their food, resources and activities. They develop a sense of responsibility by leading a group game or tidying up toys when they have finished playing with them. They enthusiastically help staff with small tasks, including preparing food and washing up at snack times. Children develop an awareness of how to stay safe, as staff use everyday opportunities to reinforce their knowledge and understanding. They understand that house rules are in place for their safety. They know why they must not leave the room without letting a member of staff know, including when they go to the toilet. Children understand what to do if the building needs to be evacuated in an emergency, as they take part in regular fire drills.

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

Staff have a clear understanding of safeguarding children in relation to child protection issues. They receive regular training on safeguarding and are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. The managers are very familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Relevant policies and procedures are updated in line with current requirements of safeguarding children. Systematic recruitment and vetting procedures, including the successful induction of new staff, ensure that children are safe. Children's welfare is promoted, as staff provide a safe setting for them to use, which is maintained through daily safety checks and written risk assessments. The security of the premises throughout is well maintained, as a coded lock is fitted at the entrance door. All visitors are very well monitored by the staff at the reception desk. The organisation for collecting children from the schools is effective in promoting children's safety.

The proprietor and manager are motivated to enhance practice through collating the views of staff, children and parents in order to identify areas for further improvement. The active

involvement of parents is encouraged through daily communication and regular questionnaires, enabling them to convey their views and preferences. With the assistance of staff, children also take part in the evaluation of activities. Staff attend a range of relevant training courses and their performance is monitored well by the management. They are supported through the appraisal system and have access to regular training and professional development opportunities. Regular staff meetings ensure teaching practice is monitored and children's next steps in learning are planned effectively. This ensures a broad range of experiences are provided to help children make good progress towards the early learning goals. Policies and procedures are under continual review and all the required documentation is effectively maintained.

Staff work effectively with the local school and pre-school to help children integrate into a new environment, so that the move is eased. Staff meet with the local school staff to discuss individual children in order to promote continuity and progression. The setting's association with the Special Educational Needs Coordinator enables staff to meet children's individual needs. Parents are encouraged to be involved in their children's learning through joining in topic themes and to forward their views on planned activities. Children's achievements and progress are discussed on a regular basis. Parents speak highly of the service, describing the environment as 'stimulating' and the staff as 'approachable' and 'helpful'. In addition, they say there is plenty to do and the children love to attend and are sometimes even reluctant to go home.

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	EY471324
Local authority	Staffordshire
Inspection number	949275
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	65
Name of provider	Cheeky Monkeys OSC Ltd
Date of previous inspection	not applicable
Telephone number	01543510445

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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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