

Cheeky Monkeys

28 Otford Crescent, London, SE4 1RD

Inspection date

Previous inspection date

04/07/2014

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 provide a high standard of care in a small, well-organised setting.
- Staff provide an exceptionally warm, caring and safe atmosphere that results in children forming close and trusting relationships with adults.
- Children enjoy a range of interesting activities both indoors and in the garden outside.
- Children become confident learners who have started to make good progress with their learning.

It is not yet outstanding because

- There is scope to improve systems for planning for children's learning across all areas, over the longer term.
- The system for identifying the setting's strengths and areas for development, to further improve outcomes for all children, is not fully 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the manager, staff and children.
- The inspector observed children's play both indoors and outdoors and the staff interaction with them.
- The inspector sampled a range of documents including policies, risk assessments and some children's records of achievement.
- The inspector talked to some parents to obtain their views.
- The inspector invited the manager to carry out a joint observation.

Inspector

Karen Callaghan

Full report

Information about the setting

Cheeky Monkeys registered in 2013 and opened in 2014. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates from a converted three storey house in Brockley, in the London Borough of Lewisham. Cheeky Monkeys opens 8 am until 6pm, 51 weeks of the year.

The nursery receives funding to provide free early education for children aged three and four years. It also provides for older children after school. The nursery employs five staff. The manager and two other staff hold a National Vocational Qualification at level 3 in Early Years and three other staff have qualifications at level 2. The setting supports disabled children, those with special educational needs and children learning English as 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:

- develop self-evaluation to take more formal account of the views of parents, children and staff as part of the process
- review systems of planning for children's learning across all areas over the longer term.

Inspection judgements

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

Staff have a good understanding of child development and how babies and children learn best. They can discuss in detail how they support their needs. They obtain general information from parents about new children's likes and routines, supplementing this with some early observations so that they know children's starting points in learning and development. They use this information to meet children's needs well and to track their progress from the start. Staff makes detailed observations of children and make records of children's progress to create a personal learning journal, with photographs and pieces of work. Parents can make regular contributions to these by sharing their views of their children progress. Staff use these records effectively to plan what to do next to promote children's learning. Staff also keeps a daily checklist to ensure every child has equal access to all the activities, which promotes inclusion well. Children with additional needs are well supported and the nursery encourages parents to use other professionals to help them. As a result, all children are making good progress from their starting points.

All areas of the nursery are well resourced and the equipment is organised and well looked after. Attractive displays in each room give children a chance to learn numbers and letters, while parents learn about the early years curriculum and how to support at home. The main room for all children is safe, attractive and has a good range of resources including soft, tactile toys for babies and toddlers. The atmosphere is purposeful and busy because staff plan motivating, interesting activities that fully engage children across many areas of learning. For example, children have fun singing songs with actions that teach them for instance, to count, be polite and learn the name of animals, while also learning to take turns joining in.

Outside, there are big water and sand trays that encourage the children to become active learners. For instance, a group of children becomes absorbed with toy sea animals, learning to make them move through the water using different mechanisms. Older children learn about freezing and melting by observing ice cubes in the sun. They predict which will melt first while talking about other materials that can be frozen with guidance from a practitioner who teaches them new words thus extending their vocabulary. Children develop coordination as they ride on trikes and bikes and practise using low balance boards. The garden has large boxes where children plant and grow their own vegetables. They become active learners while taking care of the plants. They observe and measure their growth before picking them and eating them while learning about healthy food. Staff also take children on regular visits to the local park to enjoy the more open space that is available to them there. Children develop their physical skills as they use the climbing equipment and learn to take risks and solve problems, under supervision, as they enjoy swinging, climbing or sliding, for example.

Older children develop good early reading skills as staff encourage them, for example, to find their name cards by looking at the initial letters. Children develop independence skills as they post them on a board independently to register. A quiet, well-stocked book area allows children to rest, read alone or sit with friends to share a book. Staff provide pre-school children with a good range of games and playful resources to support their mathematics and writing skills. The children also make visits to the library where they can borrow books and to local shops to buy cooking ingredients. This supports children's literacy well, but also gives them opportunity to learn about world and experience being part of their own, wider community. This prepares children very well for the next stage in their learning.

There are plenty of opportunities for children to be creative and to explore new materials by engaging in a variety of arts and craft activities, such as modelling with play-dough, cutting and sticking activities and painting. Children also learn to use their skills collaboratively, for example by creating a large collage of mini-beasts together.

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

The staff understand the needs and routines of babies and young children, and they provide consistency of expectations and continuity of care, to ensure that children's needs are well met.

Each child has a key worker who gets to know the children well and supports them to settle and feel emotionally secure. As a result, children show high levels of confidence as they move around the nursery. Key persons also develop strong partnerships with parents. When babies first enter the nursery each parent receives a daily record of their routines, for example, nappy changing and sleep times, as well as activities the child has engaged in during their day. Together with regular progress meetings for each child, it means that parents are kept well informed about their child's progress.

The staff support the children's emotional needs well as they manage their care in a warm and friendly manner. Children receive lots of cuddles whenever they need them, and plenty of praise when they try new things. The children make positive friendships and encourage others to join in their games. Children sleep when they need to in cots and small comfortable beds in a separate room. This allows them to rest quietly away from older children, who might be engaged in noisier activities, learning to form letters and make their sounds, for example. Babies and toddlers soon settle down with clean sheets and blankets. This gives them a feeling of security and belonging. Staff engage older children well in ongoing discussion about how to keep themselves and others safe, as they move indoors and outdoors, and handle tools and equipment.

Children are provided with a healthy, balanced diet. Meals are freshly prepared daily to take account of any specific dietary needs and allergies and to reflect a variety of cultures. Mealtimes are sociable occasions, when staff and children chat about things together, including which foods are healthy for them. Staff help children to develop independence as, for example, they support babies to feed themselves with finger foods and encourage older children to help to clear plates away after eating. Children learn to manage their personal care well to keep themselves healthy, because staff give them good support and timely reminders. For example, children learn how to wash and dry their hands thoroughly, they help themselves to water throughout the day so that they do not get thirsty and they learn that they need to wear sun cream and hats on sunny days.

Staff maintain high standards of hygiene throughout the nursery, with effective procedures in place to prevent the spread of infection. Surfaces are thoroughly cleaned before snacks and meals are served and staff follow good routine hygiene practices; for example, they use disposable gloves and aprons for food handling and changing nappies. This means that children's health is protected well. Staff also practise regular fire drills with children in order that children to know the procedures for exiting the building safely in the event of an emergency.

The children know the rules in the setting, which are displayed for all to see. Staff are very positive role models who set excellent examples of expected standards of behaviour to children. As a result, children are well behaved, socially skilled, polite, kind and considerate to others.

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

This newly-opened small nursery setting is well led and managed by the owner who has made a good start to set up an attractive and caring establishment. Staff have relevant qualifications in caring for children, and several are well established. The nursery is well organised and runs smoothly. Policies and procedures are up to date and regular meetings ensure that staff understand and carry them out which provides consistency and safety.

Robust recruitment procedures and a well-monitored induction programme mean that staff understand their roles and responsibilities and promote children's well-being effectively. The manager monitors staff suitability well by observing their practice and identifying their training needs. The manager and senior staff have a clear understanding of their roles and responsibilities regarding safeguarding procedures and the steps to take to report any concerns about a child's welfare.

Risk assessments are fully in place for both indoor and outside areas, as well as for trips out and about in the local community. Staff identify potential hazards and take appropriate steps to minimise risks, such as by keeping resources in good repair. These procedures, together with daily checklists, help staff to ensure the premises are safe, hygienic and suitable for the children. The children are well cared for in the event of an accident as all staff hold suitable first aid certificates and they inform parents of the medical care taken. Children are appropriately supervised at all times so they keep safe. Access to the nursery is by a secure video entry system and parents, staff and visitors, sign in, to safeguard children.

The manager is dedicated and committed to continuous improvement, so that the children in the nursery thrive. She is monitoring and evaluating provision, including gathering the views of staff and parents informally, to help her to identify appropriate areas for future improvement.

Relationships with parents are positive and parents say they are pleased with their children's progress and the care that they receive. Relationships with the local schools are well established and help provide continuity of education as many children use the after school care that is provided. As a result, the children are well prepared to take the next steps in their education.

The Childcare Register

The requirements for the compulsory 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	EY471878
Local authority	Lewisham
Inspection number	948357
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	33
Name of provider	Mukattez Raif
Date of previous inspection	not applicable
Telephone number	07930 143339

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

