

# Cheeky Monkeys Out of School Club

High View Learning Centre, Newsome Avenue, Wombwell, Barnsley, South Yorkshire, S73 8QS

<b>Inspection date</b>	14/07/2014
Previous inspection date	14/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 use information from parents and effective partnerships with school teachers to plan activities and teaching strategies that support and extend children's learning through play.
- Children are kept safe because staff receive regular safeguarding training and work in close partnership with the teachers at school.
- Children are developing a good understanding of how to keep themselves safe because staff involve them in the risk assessments of equipment and resources.
- Managers and staff make good use of quality improvement strategies to evaluate the effectiveness of resources and equipment. As a result, they are continuously planning future developments to improve outcomes for children.

### It is not yet outstanding because

- Children's learning is not fully complemented as staff do not always respond quickly to their changing interests.

## 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 children's activities in the main play rooms and sports hall.
- The inspector talked to the nominated person, manager, staff, key persons and children throughout the inspection.
- The inspector conducted a joint observation with the manager.  
The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector took account of parents and carers views.

## Inspector

Alison Byers

## Full report

### Information about the setting

Cheeky Monkeys Out of School Club was re-registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates within High View Learning Centre in Barnsley, South Yorkshire and provides care only for children who attend the school. The club use the main play room, library area and the school hall. A classroom is occasionally used when necessary. There is a secure outdoor play area. The nursery employs four members of childcare staff. Of these, two hold an appropriate early years qualification at level 3 or above. The club is open each weekday during term time only, from 8am to 9am and from 3.15pm to 5.45pm. Children attend for a variety of sessions. There are currently 89 children on roll, of these, 20 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:

- respond to children's changing interests quickly and share with all staff to ensure their learning is fully complemented.

## Inspection judgements

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

The club provides a balanced and enjoyable range of activities and resources that complement children's experiences at school during the day. There are very close links to the school because several members of staff who work at the club also work in school. As a result, they bring invaluable knowledge to the club about the school expectations and preferred teaching strategies. For example, children practise their writing skills with support from staff that mirrors how they have been learning in school. Children have free access to writing materials and enjoy using their skills to write letters and decorate their creations. Staff extend children's learning by maximising teaching opportunities created during play. For example, children and staff make paper aeroplanes that they decorate and test. Staff talk to the children about how well the planes flew using a range of vocabulary about direction and distance. Children are encouraged to experiment with the different planes and throwing techniques. Staff also support children's communication skills because they use their knowledge of children to make connections to places they have been. As a result, they stimulate conversation with the children about the air shows they have been to see and children talk freely about their experiences.

The resources provided by the club allow children to choose activities to suit their needs after a day at school and all children are engaged in meaningful play. For example, they can choose quiet resources, such as, making patterns in a peg board or engage in small world play with other children. Staff are always available to support play and respond to

children's requests. Children play with interlocking bricks to create models that they proudly show to staff. They are asked what it is and staff listen carefully as children describe in detail the different features and what it can do. Additional resources are stored in clearly organised boxes that allow children to select the resources they require. The club have access to an extensive outdoor area within the school grounds that supports a variety of play opportunities. For example, children enjoy gardening, climbing, ball games and music.

Staff know children well because there are close links with teachers in school. Staff talk to teachers as they collect children at the end of the day and utilise efficient links to communicate information about children. Some staff support children in class and can use their detailed knowledge of them to provide tailored support for them in the club, for example, as they are learning to write. This also facilitates communication with parents because they are able to ensure they are kept informed about events in school. They sensitively support children to remember and tell their parents what they need to bring to school the next day. Assessments of children within the club are targeted to specific areas that reflect the learning opportunities provided. For example, there is a focus on children learning to adhere to boundaries and asking others for help. Children's achievements are recorded and shared with teachers to support their overall picture of them. Children's development is tracked and shows that they are making good progress towards the early learning goals. Staff plan activities and resources using information from parents and in partnership with the children who contribute their own ideas about the topics they enjoy. The planning process requires staff to consider each area of learning so children enjoy a broad range of activities. For example, a topic about holidays allows children to explore information about different countries using the library and staff use their knowledge of children's families to talk to them about where they are going. However, staff do not always respond quickly to children's changing interests, which means their learning is not fully complemented.

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

Children are confident and enjoy their time at the club. Staff build strong relationships with the children who feel secure and happy during the session. Staff work in school with a number of children, which further supports the bonds between them. The club uses golden rules that reflect the school rules so children experience consistency in the management of behaviour. Younger children are learning to work within boundaries because staff encourage them to listen carefully to instructions and follow rules during games with paper aeroplanes. Children are supported to become independent through the routines used by the club. Older children arrive from class independently but know they must wait in the library area for a member of staff. On arrival in the club, children understand they must store their bags away before they choose an activity. Children have a free choice of a range of activities and are able to pursue and develop their games using the resources. Children play cooperatively together across the age range and staff talk to children about sharing and including everyone in their games. As a result, children's personal, social and emotional development is sensitively supported.

Staff are teaching children to be safe and manage their own risks. At a simple level, staff provide gentle reminders to children not to stand on the benches while they are playing in the hall. Children are developing a deeper understanding of how to manage risks because they are involved in formulating the risks assessments for equipment. For example, they discuss with staff the benefits and risks of skipping ropes and identify how they can be used more safely. Staff are keen to allow children to take calculated risks in order to challenge themselves. For example, children are encouraged to climb equipment and risks are minimised by close supervision and support from staff that matches the children's age and stage of development.

Children are developing healthy lifestyle habits because they have access to large spaces inside and out to promote exercise. Staff have close links with the gardening club at school and regularly help water, weed and pick the vegetables in the garden. As a result, children are developing an understanding of how plants grow and where our food comes from. Consultation with parents informs the planning of menus for breakfast club to ensure there is a healthy selection of foods for children to choose. Children are learning suitable hygiene routines because staff ensure they wash their hands before snack time.

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

Staff have a good understanding of their roles and responsibilities in safeguarding children. They all receive safeguarding training from the local authority and have a good knowledge of what would cause them concern about the welfare and safety of a child. This is supported by clear policies and procedures describing what staff should do if they have concerns. These are integrated with the school's procedures and there are good links with staff at the school to share information about children. Communication with parents allows staff to understand children's circumstances and support them appropriately. Recent recruitment of new staff members has been done according to their safer recruitment policy and with support from the school. The process requires several references and all staff are subject to suitability checks before they can work unsupervised with the children. All staff complete food hygiene qualifications and implement suitable procedures to minimise the risk of cross-contamination during food preparation. Staff complete comprehensive daily check lists to ensure that the areas used by children are safe.

Children's assessments are reviewed regularly during the year to check progress is being made and information is shared through links with school. The planning system ensures that a broad range of topics and areas of learning are provided that keep children interested. The manager and staff informally review activities through discussions at the end of sessions to evaluate their effectiveness. The club are engaged with the local authority quality improvement programme and receive support from advisors to evaluate their setting and develop action plans. As a result of this process, they received a grant to improve the resources and equipment. They worked with parents and children to choose items for both inside and outside play. As a method of evaluation, they recorded how children were using the new equipment and shared the successful improvements with

parents and others. The manager encourages staff to access a range of training provided by the local authority to support the development of the club. Recent training has been used to develop the professional development support staff receive. Through appraisals and supervision, staff work with the manager to identify any concerns and areas they wish to develop.

There are strong links with the school that allows many procedures and systems to work together effectively. Information is shared and staff can access support from specialists within school as necessary. For example, the parent liaison officer provides support with behaviour management and working with parents. Teachers value information from staff at the club and any concerns about children are dealt with jointly.

### **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>	EY380808
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	878819
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	89
<b>Name of provider</b>	Cheeky Monkeys Out of School Club Partnership
<b>Date of previous inspection</b>	14/01/2009
<b>Telephone number</b>	07809352579

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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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