

Cheeky Monkeys Day Nursery

161 Durham Road, STOCKTON ON TEES, Cleveland, TS19 0DS

Inspection date

14/10/2014

Previous inspection date

14/11/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- The quality of teaching is good as staff provide children with a wide variety of interesting and challenging activities. As a result, children make good progress in all areas of their learning and development.
- An effective key-person system helps children form secure attachments and develop positive relationships, which successfully promotes their emotional well-being.
- Staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of policies and procedures are implemented successfully to ensure the children are well protected.
- Good partnerships with parents are established and effective strategies are in place to support children in their future learning. This ensures parents are kept well-informed about their children's progress.
- The manager has detailed development plans in place to support children's achievements over time and improve the quality of the practice within the nursery.

It is not yet outstanding because

- Occasionally, staff do not use skilful questioning and allow enough time for children to respond, to enable them to further develop their critical thinking skills.
- Partnerships with other Early Years Foundation Stage providers have not been fully developed so that there is increased sharing of information about children's learning to ensure a more consistent and complementary approach.

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 viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery rooms.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Full report

Information about the setting

Cheeky Monkees Day Nursery was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five settings run by a privately owned limited company. The nursery operates from three playrooms within a self-contained building located in Stockton-On-Tees. The nursery serves the local area and is accessible to all children. There is access to an enclosed outdoor play area. The nursery employs 14 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery receives support from the local authority. The nursery opens Monday to Friday, from 7am until 6pm, all year round except for bank holidays. Children attend for a variety of sessions. There are currently 84 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's critical thinking skills by staff making the most of every opportunity to skilfully question children throughout their activities, for example, by using open-ended questions and by allowing enough time for children to respond
- strengthen partnerships with other Early Years Foundation Stage providers so that there is a more effective method for sharing more detailed information and complementing children's learning and development.

Inspection judgements

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

The quality of teaching is good as staff effectively follow and extend children's individual needs and interests. They have a good understanding of how children learn, which ensures they plan a balance of adult-led and child-initiated activities. As a result, all children, including those that have special educational needs and/or disabilities, make good progress overall from their starting points. Children are actively engaged and motivated in their play as staff provide them with a wide variety of interesting and challenging activities across all seven areas of learning. For example, younger children show enjoyment as they explore and investigate a selection of materials, including sand, water and play dough. Older children show good levels of concentration as they take part in a creative activity, where they make prints and pictures using a mixture of leaves and conkers. Consequently, children are active learners as they participate in purposeful play, which supports their problem solving and independence skills. Staff have high

expectations of children as they complete observations, assessments and termly reports to recognise their achievements and identify their next steps in learning. In addition to these, photographs and examples of children's own work are gathered in learning journey records. Systems are in place for tracking children's progress, which ensures that gaps in their learning are identified quickly and addressed appropriately. Parents are actively involved in their children's learning and development as staff use a number of effective strategies to ensure continuity of care. For example, parents are encouraged to complete weekend diary sheets to share children's learning at home, which supports children in their future learning at the nursery. Alongside this, the nursery has completed the progress check for children between the ages of two and three years, and parents are provided with relevant feedback at the end of each session to keep them informed about their children's progress. Therefore, parents feel valued and respected by staff.

Children are cared for in age-appropriate rooms, which ensures they are comfortable in their environment and are confident to try new experiences. They have access to a good range of accessible resources, which enables them to make independent choices and initiate their own learning. Younger children develop their curiosity and interest in the world around them as they are provided with a selection of natural and sensory materials. Staff generally support children's communication and language development as they engage in constant discussion as they play, model language and introduce new vocabulary. However, occasionally, there are missed opportunities for staff to skilfully question children throughout their play and allow enough time for them to respond to further develop their critical thinking skills. Children sit happily with staff and listen to stories during group time, which promotes their developing interest of books and their early reading skills. They enjoy using their imagination and taking part in role play activities as they use a cardboard box to pretend to be sailing in a boat. Staff effectively support children's mathematical development through daily activities to develop their awareness of early numbers, counting, size and colour. For example, younger children enjoy filling and emptying different sized containers during sand and water play whereas older children confidently build with construction materials and count during their activities. There are good opportunities for children to develop their physical skills through activities in the outdoor area as they enjoy playing with the ride on toys, placing coloured balls down the drain pipes and using the slide. Older children have access to everyday technology as they confidently use the computer, which develops their fine motor skills and coordination. Culture and diversity is successfully explored by staff as they provide opportunities for children to learn about different parts of the world and festivals, such as, Chinese New Year and Diwali. This is further promoted as children learn about people's differences and similarities, which supports their understanding of the world. As a result, children are effectively developing the skills required for the next stage in their learning at school.

Children with special educational needs and/or disabilities are supported well to ensure their individual requirements are met. Staff work closely with parents, external agencies and other professionals, such as, speech and language therapists and portage workers, to promote children's learning and development. Staff have established good partnerships with local primary schools, which ensures they share relevant information to support children with their future moves.

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

An effective key-person system helps children form secure attachments and develop positive relationships with each other and staff. Children are clearly happy and content as they are comfortable in their surroundings. The environment is warm, welcoming and stimulating, which effectively supports children's all-round development and emotional well-being. Children show good levels of independence and confidence in their play. Staff have created lovely displays in the entrance area of the nursery, which helps to promote parents' awareness of how children learn through play. This also enables children to have a sense of self and belonging as their achievements are acknowledged and appreciated. Therefore, children are effectively supported in their personal, social and emotional development. Staff are sensitive and responsive to the individual care needs of the children. For example, they effectively use care routines, such as feeding and changing nappies, to interact well with children and put them at ease. There are good settling-in procedures for children starting at the nursery to ensure they feel secure and settled in their new environment. This is further promoted as children are supported well with their move between the nursery rooms and onto the next stage in their learning at school. This ensures children are emotionally prepared for change and their individual needs are met. Parents spoken to at the time of inspection comment that they feel very informed as staff are approachable and supportive.

Children are encouraged to be independent and manage their own personal needs. They access their own resources, wash their own hands and help with tasks during mealtimes, such as pouring their own drinks. There are good hygiene practices in place and children start to develop an awareness of their own health and well-being, which effectively promotes their self-care skills. Children are provided with a variety of balanced and nutritious meals and snacks, which develops their understanding of a healthy diet and lifestyle. Drinking water is accessible to the children at all times, to ensure they remain hydrated throughout the nursery day. Children's good health is further supported as they have daily opportunities for outdoor play, exercise and fresh air. This ensures children develop their physical skills and are able to take appropriate risks. The nursery also arranges occasional outings in the local area, such as, visiting the park, war memorial and walks around the local community. For example, older children recently enjoyed visiting the local post box following a literacy activity where they wrote letters to home.

Staff act as positive role models as they manage children's behaviour effectively, dependant on their age and stage of development. They use a calm and consistent approach to reinforce appropriate behaviour, which means children understand the boundaries and expectations within the nursery. As a result, children's behaviour is good and they play well alongside each other. Staff promote the use of good manners and remind children to share and take turns during their play. Children are provided with constant praise and encouragement, which enhances their self-esteem and ensures they feel assured. Staff talk about the importance of safety throughout children's activities and daily routines. For example, children negotiate space well in the outdoor area and learn about road safety. Therefore, children know and understand how to keep themselves and others safe during their play and learning.

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

The nursery is led by a committed and enthusiastic manager who strives to provide high quality care and education for children and their families. Staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have attended relevant training and fully understand the procedures to follow if they have any safeguarding concerns about children in their care. A good range of written policies and procedures are implemented successfully to protect the welfare of children. This is further promoted as the manager completes detailed risk assessments and staff undertake daily checks to ensure the indoor and outdoor environments are safe. Staff are deployed well within the nursery and supervise children effectively to maintain their well-being. There are good systems in place for recruitment, induction and vetting procedures to ensure children are cared for by suitably trained, experienced and qualified staff. For example, the manager has devised a new employee vetting sheet to enable her to verify and check references, Disclosure and Barring Service checks and identification.

There are effective systems in place to monitor and evaluate the educational programmes to ensure children are progressing well and are provided with activities to cover all seven areas of learning. Tracking documents are completed to enable children with identified needs to be supported well, which ensures their individual requirements are met. Staff show a good understanding of how children learn and develop as they are a well-qualified team. Performance management is effective as staff are involved in regular supervisions and appraisals to support their professional development. The manager has a clear vision for the nursery and staff strive for continuous improvement. They have worked extremely hard to address the actions raised at the last inspection and following the monitoring visit undertaken in February 2014. For example, they have increased their knowledge and understanding of observation, assessment and planning for children to ensure they receive challenging and enjoyable learning experiences. In addition, staff have developed strategies to involve parents in their children's learning and improved information sharing to ensure parents understand the role of the key person. Other developments have also been made to performance management systems, recruitment procedures and hygiene practices to ensure children are effectively safeguarded. This demonstrates the nursery has a good capacity to maintain continuous improvement. Self-evaluation is effective and the manager has detailed development plans in place to support children's achievements over time and improve the quality of the practice within the nursery.

Staff have established good partnerships with parents, which makes a strong contribution to meeting the needs of the children. Parents are well-informed as they receive daily communication, regular newsletters and have access to the nursery website and social media page. Parents are complimentary about the nursery and make comments, such as 'The nursery is brilliant, my child has progressed well and loves attending' and 'There have been a lot of positive changes in the past year. The manager is friendly and I would definitely recommend the nursery to other parents'. Staff have developed good links with external agencies and other professionals to ensure that children receive appropriate intervention and support. The manager and provider attend regular network meetings to share ideas and discuss best practice. Staff work closely with the local authority advisor,

who visits the nursery on a regular basis to offer advice, support and guidance. The nursery also has good relationships with local primary schools to further support children in their learning and development. Staff understand the importance of sharing information and working in partnership with other Early Years Foundation Stage providers, that children may attend. However, these partnerships have not been fully developed so that there is a more effective method for sharing more detailed information and complementing children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY413293
Local authority	Stockton on Tees
Inspection number	963401
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	84
Name of provider	AAM & Sons Limited
Date of previous inspection	14/11/2013
Telephone number	01642775587

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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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