

Cheeky Monkeys Day Nursery



Plough Hill Golf Centre, Plough Hill Road, NUNEATON, Warwickshire, CV10 9NZ

Inspection date

27 January 2015

Previous inspection date

23 November 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The deployment of staff during times of change, such as when parents collect their children, is not well managed. Therefore, staff do not always ensure that young children's needs are consistently well met.
- The provider's overall monitoring of the observation, planning and assessment process is not precise enough. As a result, staff are not well supported to accurately plan challenging and exciting experiences for each child in their care, in order for them to make good progress.
- The quality of teaching varies because the focus of the evaluation of staff's performance is not always targeted on improving teaching practice.

It has the following strengths

- Children are safe and secure. The provider and staff are knowledgeable about how to protect children in their care and minimise the risks within the environment.
- Staff make effective use of the key-person system. They welcome new children to the nursery, help children move between rooms and eventually support children to move on to school. As a result, children are happy and well prepared for the changes ahead.
- The provider and staff work together to evaluate the nursery, taking into account children's and parents' views. Management aspire to improve the outcomes for children within the nursery.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review the deployment of staff during times of change, such as when parents collect their children, to ensure that all young children's needs are well met
- improve the monitoring of the observation, planning and assessment processes to better support staff to accurately plan challenging and exciting experiences for each child in their care based on their individual needs and development.

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

- sharpen the focus of performance management in order to swiftly improve the consistency of staff's teaching throughout the nursery.

Inspection activities

- The inspector observed activities indoors and outside.
- The inspector conducted a joint observation with the provider.
- The inspector held a meeting with the provider and spoke to staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and the qualifications of the staff and the provider's self-evaluation documents.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Josephine Heath

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children make steady progress because activities provided generally support all areas of their learning. Staff routinely observe and assess children's progress. However, they do not consistently make good use of this information when planning. As a result, children do not always settle at activities or engage well, in order to make the most of the learning experiences available. At times staff do support and help young children to learn. For example, they challenge older children in using their physical skills outside and they support babies to explore paint and make marks. However, this support is inconsistent. On occasion, babies are prevented from exploring resources of interest, such as the water play, and children are encouraged to participate in activities that are not well planned. For example, threading pasta onto wool or making bunting. Ultimately children do not always take part or lose interest as their learning needs are not fully met.

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

Staff are warm and friendly. Consequently, children demonstrate a fondness for staff and seek them out to sit with when reading stories and singing familiar songs. Parents make clear that they feel the staff are caring and kind. Staff take the time to get to know children and their families. They find out all the relevant information they need before children start, in order to support them to settle in. They make sure that key persons give feedback to parents when they collect. However, at times these handovers are not well managed to best support the children remaining in the nursery. Children's independence and confidence within the nursery is fully encouraged. During meal times, from a very young age, children are supported to feed themselves and make their own healthy choices. Older children are encouraged listen to staff, behave well and to put on their own coats and boots when going outside. These useful skills help them to prepare for the move to school.

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

The provider demonstrates a secure level of knowledge regarding how to meet the requirements of the Early Year's Foundation Stage. However, this is not always well applied to practice. She has an overview of teaching practice within the nursery and the progress that children make. However, the monitoring systems in place are not good enough to support children to make good progress or to improve the quality of teaching. When children's progress is less than expected the provider has a clearer picture of how they are progressing. She helps staff to provide initiatives to support early intervention and help them to catch up. The nursery team have developed close partnership working with parents and other professionals, such as health visitors, school teachers and the area special educational needs coordinator. This approach promotes information sharing and supports continuity in children's learning and care. The provider is keen to support staff to gain qualifications and additional skills. However, so far this has had a limited impact on their ability to deliver quality learning experiences for all children.

Setting details

Unique reference number	EY411117
Local authority	Warwickshire
Inspection number	851159
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	120
Name of provider	Gemma-Leanne Melling
Date of previous inspection	23 November 2010
Telephone number	02476398192

The Cheeky Monkeys Day Nursery was registered in 2010. The nursery employs 24 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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