

Cheeky Monkeys

Long Lane, Chapel-en-le-Frith, High Peak, Derbyshire, SK23 0TQ



Inspection date

9 April 2015

Previous inspection date

23 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager has a clear vision for the nursery and develops well-targeted improvement plans. This positive approach continually improves the quality of provision and outcomes for children.
- Management ensure the safeguarding of children is a clear priority, through effective procedures and recruitment of suitable staff to provide a secure stimulating environment. This means that children feel safe and have confidence to independently explore their surroundings.
- Children are sociable, courteous and well behaved. Praise and encouragement from staff ensures children feel included. This promotes children's emotional well-being.
- Children develop healthy lifestyles and strong physical skills. They have good opportunities to exercise rigorously in large spaces, such as outdoors in the fresh air.
- Children make good progress across all areas of their learning and development because staff know children well and provide experiences for them, matched to their individual needs and preferences.
- Partnerships with parents and other agencies are highly effective in supporting a consistent approach to children's learning. Parents are kept very well informed regarding their child's time at the nursery and children's needs are met well.

It is not yet outstanding because:

- Opportunities for staff to share their knowledge and expertise with each other, in order to further enhance teaching and learning, are not maximised.
- Opportunities for older children's independence and self-care skills are not yet fully maximised, so that children learn to do things for themselves and meet their own needs.

What the setting needs to do to improve further

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

- build even further on the arrangements for monitoring and improving staff practice, so that staff have more opportunity to share good practice, knowledge and skills, for example, through peer observation
- develop older children's self-care and independence even further, for example, by giving them responsibilities to lay the table, pour their own drinks and help clear away.

Inspection activities

- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation folder and improvement plan.
- The inspector observed play and learning activities in the playrooms and spoke to staff and children in the indoor and outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the children's individual key persons.
- The inspector held a meeting with the provider and manager of the setting and had a discussion regarding policies and procedures.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents through written questionnaires.

Inspector

Janet Weston

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good knowledge and understanding of the learning and development requirements. The majority of staff hold a relevant childcare qualification and this, together with regular training, contributes to the good-quality provision. For example, staff use their knowledge from training to plan for children's next steps in learning, taking into account learning styles. As a result, activities are sharply focused on children's individual needs. Staff plan a range of activities both indoors and outdoors. Consequently, children are fully engaged and motivated in their learning. The quality of teaching is good. Staff encourage children to persevere and to have their own ideas. This stimulates children's curiosity and extends their learning even further. Children have many opportunities to practise their early writing skills. For example, younger children use crayons to create their own pictures. Furthermore, older children's mathematical development is progressing well, for example, as they confidently count and recognise numbers.

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

Staff gather information when a child first starts the nursery and use this to support children in their move from home to nursery. Children have time to play at their own pace, explore freely and make choices about their play and learning. Regular fire drills take place and children know the procedures to follow. Staff use opportunities to support children's understanding of keeping themselves safe and managing their own risks. For example, staff talk about how to climb the outdoor equipment in the correct way. Children are well prepared for their move on to school. Teachers are invited into the nursery, so they develop an understanding of children's progress and learning. Children are developing their independence and self-help skills. They learn to use the toilet themselves and staff remind them of the importance of washing their hands. However, staff have not yet maximised opportunities to promote further children's independence during mealtimes. For example, there are missed opportunities for older children to set the table, help themselves to food and clear away when finished.

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

Policies and procedures are effective in underpinning good practice and all required documentation is in place. The manager has a staff team, who actively support her in maintaining a good quality provision. The manager closely monitors the educational programmes. Children have individual trackers that clearly identify the progress they are making. Staff supervisions are in place, in order to monitor the quality of teaching and support staff's professional development. However, they do not have fully established arrangements in place for staff to share their good practice, skills and knowledge with each other, in order to improve further the good quality provision for children. Nevertheless, the manager and the staff team create an environment that is welcoming and supportive, where children enjoy their learning, grow in confidence and develop the underpinning skills needed for their next stage in learning.

Setting details

Unique reference number	EY259428
Local authority	Derbyshire
Inspection number	860492
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	79
Name of provider	Cheeky Monkeys Day Nursery (Chapel) Ltd
Date of previous inspection	23 February 2012
Telephone number	01298 811731

Cheeky Monkeys registered in 2003. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 to level 6. 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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