

Cheeky Monkey's Pre school



Coalville Adult School Hall, Bridge Road, Coalville, Leicestershire, LE67 3PW

Inspection date 15 September 2015
Previous inspection date 25 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The quality of teaching and activities provided are variable and not all children make good progress in all areas of learning.
- Staff do not use information gained from the children's assessments to plan precisely for their next steps in learning. Therefore, children do not always receive good levels of challenge in their learning to help them to make best progress.
- Staff do not successfully monitor the younger children and encourage them to fully explore the activities available so that their learning is extended.
- Staff supervision is not sharply focused on what aspects of teaching can be further improved by staff to further raise the quality of teaching.

It has the following strengths

- Parents and carers are warmly welcomed and they are kept up to date about their children's day and their achievements.
- Children are happy, develop positive relationships with the staff and are well behaved.
- Staff share useful information about the children's care and educational needs with the local schools to ensure a smooth transition to school.
- The management team has an accurate overview of the pre-school at this time. They show a strong desire to improve further the overall quality of teaching and the achievement of all children.

What the setting needs to do to improve further

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

	Due Date
■ improve the programme for literacy, mathematics and understanding of the world to provide increased challenge and ensure children are better prepared for school	11/12/2015
■ improve the use of assessment to help staff recognise children's progress, understand their needs and provide suitably challenging activities to raise learning to a higher level.	11/12/2015

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

- build on the programme of professional development for staff to raise the quality of teaching to a higher level
- encourage two-year-old children more successfully to use and explore the activities available to further raise their level of engagement and achievement.

Inspection activities

- The inspector observed activities in the playroom and outdoors.
- The inspector held a meeting with the registered individuals/managers.
- The inspector carried out a joint observation with one of the registered individuals/managers.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working within the pre-school and a range of other documentation.
- The inspector took account of the feedback from parents and carers.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management requires improvement

The managers have an appropriate understanding in relation to safeguarding children and therefore, the arrangements for safeguarding are effective. However, they do not yet place the same level of emphasis on ensuring the learning, development and assessment requirements are met in full. As a consequence, not all the learning programmes are broad enough and the quality of teaching is not consistently good and requires improvement. The managers are also involved in the care of the children and are in a strong position to observe and coach staff. However, they do not use this opportunity to best effect and tailor staff supervision to identify aspects of teaching that need improvement.

Quality of teaching, learning and assessment requires improvement

All staff hold appropriate qualifications. However, despite this, the quality of teaching is not consistently strong. Staff work well with parents and carers to establish the children's starting points on entry and regularly observe children and track their progress. However, they do not consistently use this information to plan challenging activities and resources that meet the needs of all children. This is particularly evident in the promotion of children's literacy, mathematics and understanding of the world. Staff teach some of the basic skills in preparation for school. For example, staff use opportunities to promote the children's personal, social and emotional development, physical development and their communication and language skills.

Personal development, behaviour and welfare require improvement

Staff know the children and meet their care, health and emotional needs well. Staff have recently developed some strategies to teach children about the importance of exercise and having a healthy diet. This is well received by the children and they are beginning to enjoy the healthy options provided at snack time. Children begin to learn about the rules in place for their safety and how to keep themselves safe through reminders from the staff. Most children are confident and show a keen interest in what is provided. However, their interest is not always sustained as some of the activities provided do not offer sufficient challenge. Staff provide some opportunities to teach children about their own families and others in the wider community. They begin to respect these differences, as they discuss and learn about other cultures and religions.

Outcomes for children require improvement

Overall, children attending make steady, but not yet good progress from their starting points, although any gaps in learning are closing. Staff do not monitor and encourage children aged two years to ensure they make the most of the experiences provided to further extend their learning. The managers have begun to compare the progress of different groups of children. However, this is not embedded enough to ensure that planning for each groups' future learning, in particular, the two-year-old children, is highly successful and leads to good outcomes.

Setting details

Unique reference number	EY361198
Local authority	Leicestershire
Inspection number	1027472
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	34
Name of provider	Samantha Culver & Claire Humphries Partnership
Date of previous inspection	25 March 2011
Telephone number	07972070403

Cheeky Monkey's Pre school was registered in October 2007 and operates from the single-storey Adult School Hall in Coalville, Leicestershire. It is open during term time on Monday, Wednesday and Friday from 9.15am to 12.15pm and on Tuesday and Thursday from 9.15am to 3.45pm. It provides funded early education for two-, three- and four-year-old children. There are eight staff employed. Of these, five hold a qualification at level 3 in early years, one holds a qualification at level 6, one holds a qualification at level 5 and one holds a qualification at level 2.

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