

Cheekie Monkeys (Ilminster) Limited

Cherky Monkey Nursery, Unit 4, Broadoak, Canal Way, Ilminster, TA19 9FA



Inspection date

8 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and staff team monitor children's progress successfully. Staff use their observations very well to plan for children's future learning. Very thorough ongoing assessments enable staff to identify any gaps in individual learning and to plan effectively to ensure that these close quickly.
- Children are happy and confident, and have good self-esteem. Babies develop strong bonds with staff, who are affectionate and responsive. Children of all ages show through their behaviour that they feel emotionally safe and secure.
- Partnership working is very strong. Staff work closely with parents and other professionals involved in supporting children, to plan a consistent and shared approach to helping all children achieve well from their starting points.
- The provider is committed to promoting good quality outcomes for children. Strong support for staff and effective teambuilding result in well-motivated staff who are keen to implement new skills to extend children's learning.

It is not yet outstanding because:

- Staff do not always organise small group activities effectively to encourage all children to join in.
- Staff do not consistently use mealtimes to promote children's independence and practical skills further.

What the setting needs to do to improve further

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

- develop small group activities so that all children who wish to contribute to discussions have more opportunities to do so
- use mealtimes more effectively to encourage children's independence and practical skills further.

Inspection activities

- The inspector observed staff and children engaged in activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector sampled documentation, including children's learning records, and discussed children's progress with staff.
- The inspector talked to the provider, manager, parents, children and staff.
- The inspector reviewed safeguarding procedures and staff's knowledge of how to implement these.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

The provider and the management team evaluate all aspects of the provision very well as they strive to make continuous improvements. They monitor success by the positive impact on children's learning, for example, developing staff's skills in using sign language with children results in them routinely signing alongside speech. Monitoring shows that all children's confidence in communication has improved, particularly that of babies and children still developing language. Safeguarding is effective. All staff have an excellent understanding of the setting's safeguarding procedures and confidently implement these to help protect children from harm.

Quality of teaching, learning and assessment is good

Staff plan a good variety of interesting and stimulating activities that promote learning in all areas. For example, older children playing in the mud kitchen measured quantities of sand and water to achieve the consistency they required for the cakes they pretended to make. Very good questions from staff encouraged children to talk about favourite cakes and different flavours, and think about ingredients they use when baking at home. Children make good use of space and resources that are well organised to meet their different needs and ages, and promote their individual development. For example, babies have safe spaces to roll and crawl. Very young children concentrated very well as they explored different objects with staff to see how they fitted together; for example, working out how to remove and replace teapot lids, and seeing what would fit inside.

Personal development, behaviour and welfare are good

Children learn about diversity effectively. Staff encourage children to share experiences and learn from each other. For example, they are curious about other children's home languages and confidently use these as they say 'good morning' to each other. Children who have special educational needs receive extremely good support. For example, consistently high staffing ratios mean that additional adult help is always available to enable children to take part in activities. Children are well behaved. Staff encourage them to be responsible and helpful. For example, when clearing up, staff partnered older and younger children together. The older children made sure that the younger ones knew where to put toys so they would be able to find them later.

Outcomes for children are good

All children make consistently good progress relative to their starting points. They are well prepared for the next stage in their learning, including starting school. Younger children explore and investigate well, showing developing curiosity and interest in learning. Older children communicate confidently and learn to work with others to extend their ideas.

Setting details

Unique reference number	EY478651
Local authority	Somerset
Inspection number	979593
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	36
Number of children on roll	53
Name of provider	Cheekie Monkeys (Ilminster) Limited
Date of previous inspection	Not applicable
Telephone number	01460 52457

Cheekie Monkeys was established in 2008 and re-registered in 2014. It operates from a business park on the outskirts of Ilminster, Somerset. The setting is open from 7.45am to 6pm from Monday to Friday for 50 weeks of the year. There are 11 staff working directly with children, including the provider. All have early years qualifications. The provider and another member of staff hold Early Years Professional Status, one member of staff has a qualification at level 5, seven staff hold qualifications at level 3, and one has a qualification at level 2. The setting provides funded early education for children aged two, three and four years.

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