

Cheeky Monkey's Pre-school



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

Inspection date	18 March 2016
Previous inspection date	15 September 2015

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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

- Children form secure attachments with the staff which helps them to feel emotionally secure. Frequent praise and encouragement as they play effectively promotes their confidence and self-esteem.
- Parents are positive about the care that their children receive, and enjoy regular and informative feedback about the progress their children are making.
- Children benefit from the stimulating, challenging and welcoming environment that staff offer. They enjoy good quality, accessible resources.
- The quality of teaching is good. Staff know children well. They use this knowledge to offer effective support and guidance to help all children make good progress.
- Staff quickly identify children who may benefit from some additional help. They work with other professionals to ensure these children receive the support they need. These effective partnerships help to ensure that any gaps in children's learning quickly begin to close.

It is not yet outstanding because:

- On occasions, group times are not organised effectively. Sometimes, children lose interest because staff expect them to sit for too long.
- Staff do not always make the best use of opportunities to teach children about everyday technology. They do not consistently encourage children to explore technological resources and practise using them in their play.

What the setting needs to do to improve further

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

- review the organisation of group times to help all children to participate and engage more effectively
- improve opportunities for children to use, practise and explore technology for a particular purpose.

Inspection activities

- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector observed the quality of teaching and the impact on children's learning, both indoors and outdoors.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector held a meeting with the pre-school manager and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at records of children's learning and development and a range of documentation, including policies, accident and attendance records.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff understand their responsibility to protect children and know what to do if they are concerned about a child's welfare. Thorough background checks are conducted to ensure that adults who work with children are suitable. The manager monitors children's progress and ensures that all children, including disabled children and those with special educational needs, are supported well. Staff use effective support and interventions to ensure all children are helped to make progress. The recommendations from the last inspection have been effectively met and addressed. All staff, children and parents contribute to the self-evaluation of the pre-school. Regular supervision meetings ensure staff have opportunities to discuss their professional development, such as their training needs. The manager has introduced peer observations to monitor the quality of teaching and learning. This helps to ensure that outcomes for children's learning are good.

Quality of teaching, learning and assessment is good

Staff regularly observe children. They effectively use their observations to plan children's next steps in learning. Children enjoy using their imaginations as they play with different sized toy chickens and eggs. They build nests for the chickens from shredded paper and make sure they are warm and cosy. The children care for the toy chickens giving them cuddles and cheeping to them. They are encouraged to count how many chickens they have each. Staff plan activities that help children to learn about numbers and counting as they play. Good quality interactions with staff help children to develop good speaking and listening skills.

Personal development, behaviour and welfare are good

The key-person system is effective and staff know the children and their families well. Children know when to ask questions or seek help. This raises their self-esteem and belief in their own abilities. Staff promote children's physical skills well. The outdoor area offers a good range of ways for children to practise moving their large muscles. Children enjoy riding bikes. They use tools to attach bricks and bolts together and to pretend to fix things. Children are provided with a variety of healthy snacks and meals, and learn about good hygiene routines. Staff ensure that children are safe, both indoors and in the outdoor area. Children are well supervised at all times. Children are happy and self-assured, and thoroughly enjoy the time they spend at pre-school.

Outcomes for children are good

All children, including those who receive funded early education, make good progress from their starting points. They develop the key skills that they need in readiness for school. Children develop early literacy and independence skills in preparation for future learning. Children are confident and happy as they interact with each other and staff. They are confident, emotionally secure and keen to learn. Children play and explore using a wide range of resources. They develop and express their own ideas, for example, when exploring in the sand.

Setting details

Unique reference number	EY361198
Local authority	Leicestershire
Inspection number	1028275
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
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	15 September 2015
Telephone number	07972070403

Cheeky Monkey's Pre-school was registered in October 2007. It is open during term time on Monday, Wednesday and Friday from 9.15am to 12.45pm and on Tuesday and Thursday from 9.15am to 3.45pm. It provides funded early education for two-, three- and four-year-old children. The pre-school employs six members of staff. Of these, all hold appropriate early years qualifications including three at level 3, one at level 6, one at level 5 and one at level 2. The pre-school supports disabled children or those with special educational needs.

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