

# Cheeky Monkeys Childcare

St Michael's Church Hall, Elvaston Lane, Alvaston, DERBY, DE24 0PU



## Inspection date

21 July 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Leaders fail to deploy staff appropriately across the setting to ensure that they are able to meet children's needs at all times.
- Risk assessment is ineffective. It does not ensure that potential risks are identified and minimised to fully promote children's safety. This is with specific regard to nettles in the outdoor area and vehicles in which children are transported not being adequately insured.
- Staff supervision is not carried out regularly enough and professional development does not focus on improving the quality of teaching. Staff do not plan activities that are suitably challenging or organised effectively to help every child make good progress.
- The manager does not monitor staff's practice or children's progress well enough. She does not have a secure understanding of the gaps in staff's knowledge and practice, and does not know how much progress all children make.
- Staff do not provide children with opportunities to explore technology. They do not help children to build on their emerging independence and self-care skills.
- Staff do not find out enough about children's abilities and stages of development when they first start.
- Some staff involved in preparing and handling food have not received training in food hygiene.
- The manager does not use the self-evaluation process well enough to identify areas where improvements need to be made.

### It has the following strengths

- Children form secure attachments with the staff which helps them to feel emotionally secure.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ ensure that staff are deployed appropriately throughout the setting so that children's individual needs are met	21/09/2016
■ improve the risk assessment of the outdoor area to ensure any potential hazards are identified; with specific regard to the nettles	21/09/2016
■ ensure that all cars used to transport children are adequately insured	29/07/2016
■ ensure supervision arrangements provide support and coaching for staff to improve their skills and knowledge	21/09/2016
■ improve and develop the quality of teaching and planning so that all children benefit from activities that engage and challenge them, helping them make good progress in all areas of their development	21/09/2016
■ monitor the quality of staff's knowledge, and practice and support them to undertake appropriate professional development opportunities to ensure children receive quality learning and development experiences	21/09/2016
■ monitor children's progress and take swift action to ensure that gaps in children's learning are closing	21/09/2016
■ ensure that all staff involved in preparing and handling food receive training in food hygiene.	21/09/2016

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

- improve opportunities for children to select and explore technology for a particular purpose
- help children to build on their developing independence and self-care skills, and to learn about the importance of good hygiene practices
- gather more information about children's prior learning and development when they first start at the setting to establish firmer starting points for their learning
- develop a system of self-evaluation which identifies areas where improvements are required and ensures that all requirements are met.

## **Inspection activities**

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector carried out a tour of the premises.
- The inspector carried out a joint observation of staff practice and had a meeting with the manager.
- The inspector checked the evidence of suitability and qualifications of staff working with children and the provider's improvement plan.
- The inspector took into account the views of parents spoken to on the day, and parents' comments from questionnaires.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and well-being.

### **Inspector**

Jane Rushby

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Arrangements for safeguarding are not effective. The manager lacks understanding of completing and implementing appropriate risk assessments. Risks and hazards have not been identified in the outdoor area. For example, nettles have not been removed which are at child height. Also, staff's insurance for transporting children in cars has not been checked to ensure it is suitable. As a result, children's well-being and safety are compromised. Nevertheless, safeguarding procedures are understood should child protection concerns arise. Staff are aware of the setting's policy regarding the use of mobile phones and they adhere to this. The majority of staff hold a current paediatric first-aid certificate and have up-to-date knowledge of how to meet the needs of children in the event of an accident. Due to the location of the setting, there has been a problem with a mouse on the premises. This was in an area that is not used by the children and appropriate action has been taken to address the situation. Most staff, including the manager are qualified and there is always a qualified member of staff in charge. Despite this, staff are not effectively deployed to ensure children are adequately supervised and their needs are met. However, children are supervised well when they walk to school at lunchtime and staff organise the handover to school staff well. Although the manager has implemented some supervision meetings, these are not carried out regularly. Staff do not receive targeted training to develop their knowledge and understanding of how to improve their practice and support children's learning and development. Weaknesses in the self-evaluation process mean that the provider has not identified accurate priorities for improvement. It is not thorough enough to ensure all requirements are met. Staff are starting to form good partnerships with other providers that children attend to provide continuity in children's care and learning.

### **Quality of teaching, learning and assessment is inadequate**

The quality of teaching is inconsistent. Staff do not gather sufficient information about children's capabilities when they first start at the setting to plan effectively for their learning from the outset. Although staff carry out regular observations of children playing, they do not use the information gained from these to accurately plan exciting and challenging experiences for children. Children's progress is not monitored thoroughly enough to identify any gaps in learning. Children enjoy their play. They have fun painting the fence with water and watching it dry in the sun. They make marks with chalks on the blackboards outdoors and practise writing the first letter of their name. Children enjoy riding bikes and playing with the toy cars and garage. They problem solve as they complete puzzles. However, they have limited access to resources, such as information communication technology, which limits their ability to develop their skills and understanding in this area.

### **Personal development, behaviour and welfare are inadequate**

Children are encouraged to develop healthy lifestyles. They enjoy healthy snacks, meals and drinks. However, some staff have not received the required food hygiene training they need to enable them to prepare and handle children's food. Children are supervised when accessing the toilet area. However, staff do not take advantage of opportunities to help

children develop their independence and self-care skills. Children are not helped to wipe their nose and often do not wash their hands at appropriate times, such as before snack. Children have opportunities for physical activity in the outdoor area. They are generally well behaved and respond well to boundaries and requests set by the staff. Staff work with parents to promote a satisfactory, two-way flow of information and encourage parents to be involved in their children's learning. Parent's views expressed during the inspection are complimentary about the staff and the care provided.

### **Outcomes for children are inadequate**

Children are not motivated or sufficiently challenged to become enthusiastic and effective learners. Ineffective monitoring arrangements means that early intervention and tailored support is not implemented well enough by staff. This limits the progress some children make. Children are not well prepared or adequately equipped with the key skills they need for future learning or school.

## Setting details

<b>Unique reference number</b>	EY484300
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	1056534
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Amanda Taylor
<b>Registered person unique reference number</b>	RP910603
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07456995833

Cheeky Monkeys Childcare was registered in 2014. The setting employs seven members of child care staff. Of these, six hold appropriate early years qualifications at level 2 and 3. The setting opens Monday to Friday during term time. Sessions are from 7am until 3pm on Monday, Tuesday and Thursday and 7am until 1pm on Wednesday and Friday. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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