

K8Z Cheeky Monkeyz

Total Fitness Ltd, Northern Perimeter Road, BOOTLE, Merseyside, L30 7PT



Inspection date	12 October 2016
Previous inspection date	16 February 2016

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

- Although, the provider has made improvements to the leadership and management of the nursery, she does not keep her own and staff's knowledge of current guidance and legislation up to date.
- Staff working with younger children do not always use information gained from observations or assessments well enough to identify what they need to learn next or to plan suitably challenging learning experiences.
- The new systems in place to support and guide staff's practice do not yet focus strongly enough on what can be done to raise the quality of teaching and learning to a higher level.
- Information relating to children's ongoing progress and development is not consistently shared with parents. This means that there are less opportunities for parents to contribute to learning records and share information from home.

It has the following strengths

- The provider and the staff team display a strong commitment to improving practice and outcomes for children. They have worked closely with local authority advisors to address previous actions and identify improvements.
- Children who have special educational needs or disability are supported well. Staff work closely with other professionals to develop care plans and implement strategies.
- Staff act as good role models and use positive praise to support children's confidence and self-esteem. Children behave well and develop an understanding of rules and boundaries.

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:

	Due Date
<ul style="list-style-type: none"> ■ improve knowledge of current guidance and share with the staff team through a well targeted, professional development programme 	17/11/2016
<ul style="list-style-type: none"> ■ ensure staff working with younger children use observations and assessments more effectively to identify what they need to learn next and to plan suitably challenging learning experiences. 	15/12/2016

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

- strengthen the current arrangements for supervision and professional development to focus more strongly on the quality of teaching and learning
- provide parents with more opportunities to contribute to children's learning and development records and share information from home, in order to further support their progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider and the office manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to three parents during the inspection and took account of their views.

Inspector

Nadine McCarthy

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, the provider has developed an action plan and implemented a number of changes. Robust recruitment procedures are now followed for all new staff. The provider has sought training and guidance from the local authority. She has introduced new systems for monitoring staff's practice and assessments of children's learning. The provider has shown a commitment to enhancing her practice and understands the importance of supporting staff. However, the provider is not as fully informed about some aspects of recent changes in statutory guidance. Training has been identified to address this and develop the staff's knowledge. The arrangements for safeguarding are effective. Staff display a good understanding of the nursery's child protection policies and how to refer any concerns. They complete daily risk assessments to help ensure potential hazards are identified and minimised.

Quality of teaching, learning and assessment requires improvement

Staff are suitably qualified and experienced. They complete regular observations of children's learning and monitor their progress. However, these are not always used effectively to identify what skills children need to learn next. The manager has recently introduced systems to monitor the quality of planning and assessments, in order to identify any inconsistencies in practice. Generally, staff interact well with children during activities and support their developing communication skills. They include children in regular song and rhyme sessions and model language effectively. The environment is well resourced and supports children to make choices in their learning. Younger children enjoy exploring sensory and tactile objects and develop their curiosity. Older children listen to stories with interest and reflect on differences in society. Staff provide opportunities to practise numbers and counting as part of the daily routines and activities.

Personal development, behaviour and welfare require improvement

Children are happy and enjoy their time in the nursery. They have developed positive relationships with staff, helping to support their emotional well-being. Children have regular opportunities to develop their physical skills and access the recently improved outdoor area. They take part in exercise sessions. Staff plan activities to support children's understanding of healthy eating. Overall, children are supported to be independent and encouraged to do things for themselves. They assist staff with simple tasks and dress themselves before going outside. Staff discuss children's care needs with parents when they first start at the nursery and collect information about their interests. However, information relating to children's development and progress is not always shared effectively with parents, in order to enhance their learning further.

Outcomes for children require improvement

Overall, most children make steady progress in their learning. They develop confidence and social skills. Additional funding is used to support children who have special educational needs or disability to make progress. Children are acquiring some of the key skills required for their next stage in learning and eventual move to school. For example, staff support children's early literacy skills and provide opportunities for early writing.

Setting details

Unique reference number	EY459369
Local authority	Sefton
Inspection number	1040583
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 12
Total number of places	80
Number of children on roll	47
Name of registered person	K8Z Cheeky Monkeyz Limited
Registered person unique reference number	RP535268
Date of previous inspection	16 February 2016
Telephone number	07950380860

K8Z Cheeky Monkeyz was registered in 2013. The nursery employs 14 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports those who have special educational needs or disability.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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