

Inspection date

15 December 2016

Previous inspection date

21 July 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
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

- Staff do not have an appropriate knowledge of safeguarding issues. The designated safeguarding officers do not have a suitable understanding of what to do if there are concerns about adults working in the setting.
- Children's safety is compromised because risk assessments are ineffective. While the manager identifies potential risks or hazards to children, she fails to take appropriate action to address them.
- Teaching is weak. Staff fail to provide challenge within activities and therefore do not help children to move forward in their learning.
- Staff deployment is poor. The manager does not ensure that staff organise themselves effectively to support children during group activities, mealtimes or the transition between activities.
- Staff do not plan and coordinate support where there are concerns about children's development.
- The manager does not use staff supervision to evaluate the quality of teaching, identify weaknesses in practice or help staff to improve their practice.
- Partnership working to support children's learning and development is not suitably established. Staff do not share information with other settings that children also attend. They are not proactive in sharing information with parents and carers to support them in guiding children's learning at home or encouraging them to contribute details of what children know and can do.

It has the following strengths

- Staff follow appropriate procedures to promote good health and hygiene.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ ensure that all reasonable steps are taken to minimise risks and hazards to children, with particular regard to the heaters in the hall	12/01/2017
■ ensure that those with designated lead responsibility for safeguarding children have a secure knowledge and understanding of safeguarding procedures, with particular regard to reporting allegations made against staff to the appropriate authorities	20/01/2017
■ ensure that all staff have up to date knowledge and understanding of safeguarding issues, including recent updates to safeguarding legislation	20/01/2017
■ ensure that the supervision of staff provides appropriate support, coaching and training so that practice continually improves and promotes the interests of children	15/03/2017
■ ensure that staff are organised to meet the needs of children and provide appropriate support at all times	12/01/2017
■ ensure that appropriate support is provided where there are any concerns about a child's progress or where a child has special educational needs or disabilities	15/02/2017
■ enable a regular two-way flow of information with other providers where children attend more than one setting, to ensure consistency of support for their learning and development	15/02/2017
■ improve the two-way flow of information with parents and carers to engage and support them in guiding their child's development and to gather contributions from their learning at home.	15/02/2017

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve teaching to ensure that children receive appropriate challenges to help them to move forward in their learning and to make good progress towards the early learning goals.	15/03/2017

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents and carers during the inspection and took account of their views.

Inspector

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management is inadequate

Not all of the weaknesses identified at the last inspection have been suitably addressed. In addition, there are further weaknesses in practice that compromise children's safety and welfare. The arrangements for safeguarding are not effective. Staff are not familiar with all aspects of current safeguarding practice. Staff who are responsible for dealing with allegations against others, should they arise, do not have an appropriate understanding of the correct procedure to follow. Insufficient action is taken to address hazards identified through risk assessments, particularly regarding the heaters in the main hall. Although the manager is aware that the temperature of the heaters is a risk to children, she has failed to take appropriate action to rectify this. The supervision of staff is not effective. The manager does not review the quality of teaching to identify weaknesses. On the rare occasions where the manager does identify that staff need to improve their practice, she does not offer appropriate support or guidance to enable them to do so. Staff do not exchange information with other settings that children attend and therefore are not providing consistent support to meet children's learning needs. The manager has appropriate systems in place to check the suitability of staff. Staff monitor the arrival and collection of children to ensure they do not leave the premises unsupervised.

Quality of teaching, learning and assessment is inadequate

Staff fail to support children in moving forward in their learning. Adult-led activities are overdirected and do not enable children to develop new skills or build on those they already have. Interaction during children's free play is weak. Staff often sit and watch the children or talk to other staff members. As a result, they fail to engage children or support them in their chosen activity. Although staff demonstrate that they can observe and assess children's stage of development, they do not make appropriate use of the information they gather. Where there are concerns that a child may be at risk of falling behind in their learning, staff do not swiftly identify this or provide them with appropriate support. Staff do not ensure that they are regularly sharing information about children's learning with parents and carers. They do not always make sure that parents and carers know what their children are learning next. Furthermore, they do not regularly encourage parents and carers to share examples of what children are learning at home. Staff do gather appropriate information from parents and carers when children first start at the setting.

Personal development, behaviour and welfare are inadequate

Poor deployment and a lack of organisation of staff mean that some activities, such as mealtimes are chaotic. Staff take an unreasonable amount of time to serve the food. As a result, children become frustrated and start banging on the table. Furthermore, staff fail to ensure that children receive appropriate support during group activities. For example, while a member of staff is reading a story, other staff are talking close by or playing loudly with a child who does not want to participate in the story. Staff do not assist in helping children to recognise the behavioural expectations of the group or to participate in the activity. Staff abandon the activity as they are unable to sustain all the children's attention, which upsets the few children who are engaged. Despite this, staff reassure and

comfort children when they are new to the setting. They make sure their favourite toys are available for them to play with. In spite of the ineffective practice, children generally behave well and are considerate of others.

Outcomes for children are inadequate

Weaknesses in staff practice and the quality of teaching mean that children do not make sufficient progress in their learning. Children are passive participants in adult-led activities, often sitting silently and many leave the activity as soon as possible. Children sometimes just stand, wander aimlessly or watch others because of the lack of engagement. Children do not always understand what is expected of them. They struggle to sit, listen or focus during group activities. Consequently, they are not developing the skills they need for their future learning.

Setting details

Unique reference number	EY484300
Local authority	Derby, City of
Inspection number	1060365
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	1 - 11
Total number of places	26
Number of children on roll	74
Name of registered person	Amanda Taylor
Registered person unique reference number	RP910603
Date of previous inspection	21 July 2016
Telephone number	07456995833

Cheeky Monkeys Childcare was registered in 2014. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or 3. The setting opens from 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.

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