

# Cheeky Monkeys Two

6 Linden Road, Bedford, Bedfordshire, MK40 2DA



## Inspection date

17 January 2017

Previous inspection date

28 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 manager and staff work hard to involve parents in children's learning. Staff use the additional funding that they receive to make activity bags that help parents to promote learning at home. Parents are invited to regular meetings with their child's key person in order to discuss children's development and next steps in learning.
- Staff help children to learn how to keep themselves safe. For example, children are encouraged to identify risks in the garden. They quickly recognise that someone might trip over branches that have fallen from the trees.
- Children who speak English as an additional language are skilfully supported by staff. Parents are encouraged to make voice recordings for children to listen to at nursery. Staff who speak children's home language use this to help comfort or reassure them when needed.
- Staff provide many opportunities for children to play imaginatively, both indoors and outside. They use the role play area to help children learn how to cope with real-life situations. For example, they develop a play hospital when they know children are about to undergo medical treatment.

### It is not yet outstanding because:

- The programme of professional development for staff is not precisely focused on improving their knowledge, understanding and practice to the highest possible levels.
- Staff do not always give children clear messages as to why it is important to have a healthy diet.

## What the setting needs to do to improve further

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

- extend the use of professional development opportunities, in order to help staff to develop their skills and understanding to the highest possible levels
- enhance children's understanding of the benefit a balanced diet has on their health and well-being.

### Inspection activities

- The inspector observed activities, both indoors and outside and spoke with staff and children at appropriate times.
- The inspector held a meeting with the provider and manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector checked the evidence showing the suitability of staff.
- The inspector took account of the views of parents and of the nursery staff's evaluation of practice.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding children are effective. All staff have a secure understanding of how to recognise signs and symptoms of abuse. They know the procedures to follow if they have any concerns about a child's welfare or the practice of another member of staff. Self-evaluation is effectively used to drive continuous improvements. The views of parents are gained through questionnaires and are reflected in the ongoing development plans for the nursery. Staff benefit from regular supervision meetings, where their practice and the needs of key children are discussed. The progress of individual children and specific groups is tracked and any emerging concerns are swiftly addressed. Staff are well qualified and talk confidently about how they have made progress in their career, such as from being an apprentice to a qualified member of staff.

### Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children's development, and use this information to plan for their next steps in learning. They are aware of what children like to do and use their interests to help motivate them to learn. Babies practice their physical skills as they have fun using paint to make marks on paper. Pre-school children are involved in preparing paint for their own activities. They choose the colour of powder they want to use and mix it with water. They eagerly take it to the painting easel and use it to make pictures. Toddlers enjoy exploring what happens when they mix sand and foam together. They also spend time threading small cereal hoops onto uncooked spaghetti. Staff use this opportunity to promote children's mathematical understanding as they count with them and talk about more and less.

### Personal development, behaviour and welfare are good

Staff provide many opportunities for children to be outdoors. They understand the importance of providing active physical play for children, especially those who have no access to a garden at home. Children enjoy splashing in puddles and looking under logs for mini-beasts. Parents are very happy with the care their children receive from the nursery staff. They feel their children are developing well and are effectively prepared for starting at school. Children's behaviour is good. They play together extremely well and develop strong friendships with their peers. Children display high levels of self-confidence. They proudly show how they can complete puzzles by themselves and say how beautifully they have cut out their pictures.

### Outcomes for children are good

Children are developing good literacy skills. Pre-school children use pens and pencils with ease to draw round shapes and write their names. They also use scissors safely to precisely cut out the pictures they have made. Children's communication skills are very good. They hold in-depth conversations with each other, members of staff and visitors. They are able to use words to negotiate and work things out for themselves. All children are making good progress and are gaining the skills they need to be ready for their move on to the next stage of learning, including school.

## Setting details

<b>Unique reference number</b>	EY381322
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	1065253
<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>	1 - 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Cheeky Monkeys Two Partnership
<b>Registered person unique reference number</b>	RP523328
<b>Date of previous inspection</b>	28 May 2013
<b>Telephone number</b>	01234 216147

Cheeky Monkeys Two nursery was registered in 2008. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 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. The nursery supports children who speak English as an additional language.

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