

K8Z Cheeky Monkeyz

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



Inspection date

28 June 2017

Previous inspection date

12 October 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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager has not implemented a thorough induction process for new staff to ensure they fully understand their roles. Consequently, less experienced staff struggle to meet children's learning needs to a high enough standard to ensure they make consistently good progress.
- Children do not benefit from a coordinated approach to their learning when they also attend other settings. Partnerships with other settings are not yet strong enough to enhance children's learning.
- At times, teaching is variable. Children are encouraged to explore and investigate the environment. However, staff miss opportunities to develop children's awareness of people and cultures that are different from their own.

It has the following strengths

- The manager has worked hard to address the weaknesses found at her last inspection and subsequent visits. Highly qualified and experienced staff have very recently been recruited and are keen to support the manager in driving improvement.
- Children are happy, settled and their emotional needs are swiftly met. For example, staff quickly recognise when children need a reassuring cuddle and a familiar blanket.
- Children's physical development is well supported by effective teaching. For example, children benefit from simple yoga sessions. They bend and stretch in various ways as they pretend to be giraffes or other animals.

What the setting needs to do to improve further

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

Due Date

- ensure that new staff have a thorough induction process which includes sufficient information to enable them to fully understand their role and better meet children's learning needs. 28/07/2017

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

- develop stronger partnerships with the other settings that children attend so that they benefit from a coordinated approach to their learning
- enhance teaching and further develop children's awareness of people and cultures that are different from their own.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector had a tour of the premises and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and her personal assistant. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has recruited several staff in an effort to drive the improvements required. Those that are highly qualified and experienced swiftly implement effective practice. However, less experienced staff struggle. Weak induction processes do not provide sufficient information or guidance to enable them to effectively support all aspects of children's learning. Despite this, all staff have a sound understanding of child protection and know how to recognise and refer any concerns for children's welfare. Safeguarding is effective. Staff access training and are fully up to date with local safeguarding procedures. Additional training has helped to improve teaching. For example, outdoor play is now used very effectively to support boy's learning. Parents make very positive comments about the care their children receive. They say staff keep them informed about the activities on offer and that they appreciate parents' evening that has recently been reinstated. However, partnerships with the other settings children attend are not yet fully effective in providing coordinated learning.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Less experienced staff do not always make accurate assessments of children's progress, so plans for their learning are occasionally not well matched to what children need to learn next. However, by monitoring assessment, the manager is aware of the gaps in some staff's knowledge. Qualified and experienced staff are now in place and have leadership roles to drive improvement in teaching. Children develop investigation skills as they find bugs, staff encourage close observation and help to extend children's vocabulary by describing what they see. Children explore the properties of water, mud and sand. They have great fun as they jump in puddles. Staff are adept at promoting children's early writing skills and their love of stories. Children repeat familiar phrases and join in making sound effects as they listen attentively at story time.

Personal development, behaviour and welfare are good

Staff are attentive to children's needs and respond sensitively, children show they feel comfortable and secure. Children listen to staff and behave well. However, staff sometimes miss opportunities to help children learn about each other's cultures or to explore the similarities and differences between people in the wider world. The environment offers children plenty of choice of where and how to play, and the outdoor area is used in all weathers. Children develop independence as they try to put on their own wet weather suits and Wellington boots. Children's health is prioritised through regular physical activity and the provision of healthy meals and snacks.

Outcomes for children require improvement

Not all children make enough progress. However, overall, children develop the skills they need to continue their learning at school. They show curiosity and a keenness to explore. They listen to each other and share their ideas in small groups. For example, they talk about their creations as they roll or model dough and use words to describe size and shape.

Setting details

Unique reference number	EY459369
Local authority	Sefton
Inspection number	1075749
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	12 October 2016
Telephone number	07950380860

K8Z Cheeky Monkeyz registered in 2013 and operates from a building in the Bootle area of Liverpool. The nursery operates from Monday to Friday, 7am until 6pm, all year round with the exception of bank holidays. The nursery also operates a creche for the public gym on the same site and an out-of-school club. There are 12 childcare staff employed. Of these, nine hold appropriate early years qualifications at level 3 or above, including two with early years teacher status. The setting provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

