

Cheeky Monkeys Childcare

Abbots Vale Community Centre, Abbots Vale, BARROW-IN-FURNESS, Cumbria, LA13 9PA



Inspection date 27 October 2017
Previous inspection date 11 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Managers and leaders aspire to improve. Detailed evaluations of practice, purposeful supervisions and creative customised training, provide a key focus on ensuring that children are continually provided with high-quality care and fun learning experiences.
- Key persons form secure emotional attachments with children from the onset. They prepare children well for any changes to their routine. Seamless support is offered to children during times of transition, such as when moving through rooms and on to school. This contributes towards children being happy and assured at all times.
- Partnerships with parents are strong. Staff keep parents informed of their children's learning and progress at every opportunity. Innovative ideas, such as autumn projects, provide parents with ways to support and extend their children's learning at home.
- Staff actively encourage children to help others within their wider community. Positive experiences, such as playing fun games with elderly patients in a nearby care home, contribute towards children adopting caring, considerate and respectful attitudes.
- The knowledgeable staff tune in to what children know and enjoy. They promote children's learning well through challenging and fun experiences that, on the whole, support what children need to learn next. Children make good progress.

It is not yet outstanding because:

- Managers and leaders do not track the progress that some groups of children are making precisely enough, to swiftly support all children in making more rapid progress.
- Staff do not provide enough flexibility during some creative experiences to enable older children to direct their own learning and create their own desired effect.

What the setting needs to do to improve further

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

- strengthen the newly implemented tracking systems and use these more precisely, to analyse the progress that groups of children are making to swiftly tailor support and raise outcomes for children to an outstanding level
- provide greater flexibility during creative experiences and offer more opportunities for older children to direct their own learning and create their own desired effect.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector held a meeting with the manager. She spoke with staff and children at appropriate times during the inspection.
- The inspector looked at evidence of the suitability of staff, a record of staff qualifications and training, policies and procedures, health and safety documents, children's observation and assessment records and the provider's self-evaluation documents.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent feedback forms.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Focused training and regular updates help to ensure that all staff have a good knowledge of the procedures to follow to protect children's welfare. Recruitment and induction procedures ensure that staff are suitable and have a good understanding of their roles and responsibilities. Staff are vigilant. They implement suitable control measures to minimise any potential risks. For example, staff are quick to clear water from the floor in the toddler room during sensory play, to prevent any slips, trips and falls occurring. Staff work together very well. They are confident to access early support from other professionals to help close any gaps in children's learning. Managers and leaders listen perceptively to children, parents and others and act on their views.

Quality of teaching, learning and assessment is good

Staff working with babies provide a strong focus on the prime areas of learning, helping to secure the foundations for future learning. For example, they challenge babies to pull themselves up using carefully placed furniture, to help extend their physical skills when they are learning to walk. Staff model language well. They encourage babies to repeat new words to help extend the breadth of their vocabulary. Older children listen intently to conversations that interest them. Staff's good use of open-ended questions urge children to reflect on their own experiences and share their good knowledge of different festivals, such as Halloween. Routines, such as lunchtime are used well to support children in using the language involved in adding and subtracting. For example, children readily calculate the number of children present and assess how many knives and forks are needed.

Personal development, behaviour and welfare are good

Staff are responsive to children's care needs. They provide a tranquil, relaxed and comfortable area for babies to rest and sleep. Staff engage children in healthy initiatives to teach them about the importance of adopting good oral health routines, such as brushing their teeth regularly. Children actively participate in weekly physical education sessions. Older children begin to adopt customs and routines they will become more familiar with at school, such as dressing independently. Staff teach children about the importance of keeping themselves and others safe. For example, children quickly learn not to push others and to walk slowly when going down stairs, to stay safe.

Outcomes for children are good

All children gain the skills they require for their next stages in learning, including school. Babies have a strong exploratory impulse. They show interest in toys with lights and sounds and experiment with a range of materials through sensory exploration. Young children are intrigued by technology. They adopt a hands-on approach and confidently investigate how things work. Older children readily distinguish between the marks they make. They are keen to communicate precise information about themselves and their family. Children who normally attend school enjoy engaging in sporting activities, such as football, that help to consolidate their learning from school. Children are well mannered.

Setting details

Unique reference number	EY404548
Local authority	Cumbria
Inspection number	1102240
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 - 7
Total number of places	52
Number of children on roll	96
Name of registered person	Cheeky Monkeys Childcare Limited
Registered person unique reference number	RP902238
Date of previous inspection	11 April 2014
Telephone number	01229827722

Cheeky Monkeys Childcare registered in 2010. The nursery employs 16 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, the provider holds a qualification at level 4, and the manager holds a qualification at level 6. The nursery is open Monday to Friday, all year round, from 7.30am until 5.30pm, with the exception of one week over the Christmas period. The nursery provides before- and after-school care during the school holidays, for older children. The nursery provides funded early education for two-, three- and four-year-old children.

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