

Cheeky Monkeys

Earls Colne Golf & Leisure, Airfield, Earls Colne, Colchester, CO6 2NS



Inspection date

26 April 2018

Previous inspection date

18 April 2017

	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 some improvements have been made in the nursery, the quality of teaching is not consistently strong. The provider has not ensured that children aged two and three years are provided with sufficient resources and activities that motivate and inspire them to learn new things.
- The key-person system is not successfully tailored to meet every babies' emotional needs.
- Staff are not making the most of opportunities for children to develop their mathematical understanding or to extend their interest in books and reading.

It has the following strengths

- Staff work closely with other professionals and outside agencies. They follow their guidance well to plan targeted interventions in order to support children with special educational needs and/or disabilities.
- Staff have established secure relationships with parents. They gather and share information in a variety of ways each day. Parents say they are happy with the care their children receive.
- Staff make effective use of the outdoor play spaces to provide interesting activities for babies and children. Children become excited and relish the chance to investigate and play outdoors.

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 sufficient resources are provided to enable staff to plan purposeful activities that inspire children to learn through a mix of adult-led and child-initiated play, particularly in the room for children aged two and three years	31/05/2018
■ improve the key-person system in the baby room to support all children's individual needs, particularly when babies attending the crèche provision join the room.	31/05/2018

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

- enhance opportunities for children to develop their interest in books and reading
- extend opportunities to develop children's mathematical understanding and awareness of numbers during play.

Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager from a sister setting and viewed a sample of the children's development records.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector saw evidence of the suitability and qualifications of the staff, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written responses to surveys organised by the nursery.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff complete child protection training. They know their responsibilities and are able to identify if children are being abused or drawn into situations that may put them at significant risk. Staff are well qualified. They welcome support from the local authority and are keen to increase their skills and knowledge. The actions raised at the last inspection have been addressed. Steps have been taken to ensure staff are appropriately deployed to support children's learning. Staff also now complete the required progress check for children aged between two and three years. There have been renovations in the playrooms resulting in some positive changes to the learning environment. However, there are some aspects of leadership that are less effective and the quality of teaching remains inconsistent. The management and staff do not always identify when additional resources are needed to extend children's play and enable more children to take part.

Quality of teaching, learning and assessment requires improvement

Staff assess children's progress regularly. They plan for each child's development using their observations and information they gain from parents. Staff have improved their interactions with children. They now offer more opportunities for children to think deeply, share their ideas and use expressive language. However, children are provided with more interesting play experiences which encourage exploring and investigation while outdoors, rather than indoors. Staff working with the two- and three-year-old children do not focus well enough on providing meaningful activities. At times, some children become bored and wander aimlessly. Although staff encourage children to use their imagination and creativity, they do not consistently challenge their mathematical understanding. In addition, staff do not provide a wide range of opportunities to promote children's early reading during their play.

Personal development, behaviour and welfare require improvement

Although the majority of babies and children enter the nursery happily, the key-person system in the baby room is not consistently effective. At times, staff are fully engaged supporting the emotional needs of babies attending the crèche, rather than helping every baby to make good progress. Staff give children positive encouragement during play. They help children to understand boundaries and gain an understanding of right from wrong. Children begin to learn about good manners and are able to talk about how they need to show kindness to their friends. Staff promote healthy lifestyles. Children and babies eat nutritious meals and take part in activities to develop their physical skills and coordination.

Outcomes for children require improvement

Most children make the expected progress. However, teaching and learning are not consistently good which impacts on the progress some children make. Nonetheless, staff do support older children so that they develop the basic skills they need in readiness for starting school and their transitions are well supported. Children's independence is promoted well. For example, at mealtimes, children socialise, learn to serve their food and clear dishes away afterwards.

Setting details

Unique reference number	EY377817
Local authority	Essex
Inspection number	1121766
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 - 9
Total number of places	66
Number of children on roll	56
Name of registered person	The Childcare Personnel Company Limited
Registered person unique reference number	RP528213
Date of previous inspection	18 April 2017
Telephone number	01787 221102

Cheeky Monkeys registered in 2008 and is one of three settings run by The Childcare Personnel Company Limited. The nursery employs 12 members of childcare staff. Of these, two staff hold an appropriate early years qualification at level 5, one member of staff holds a qualification at level 4, five staff hold a qualification at level 3 and three staff hold a qualification at level 2. The provider holds early years professional status. The nursery opens from Monday to Friday for 51 weeks of the year. Opening times are from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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