

Cheeky Monkeys

Long Lane, Chapel-en-le-Frith, High Peak, Derbyshire, SK23 0TQ



Inspection date	30 May 2018
Previous inspection date	9 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- The quality of teaching is variable within the setting. Staff do not consistently develop children's play to challenge their learning. As a result, some children do not make enough progress.
- Staff do not consistently complete precise assessments of all children's progress to identify their next steps in learning or use this information to plan challenging activities that meet their individual needs and interests.
- At times, the management team does not monitor staff practice precisely enough to identify the support they need to help them raise the quality of their teaching to a higher level.
- Staff have not yet fully established partnerships with providers of other early years settings that children attend to promote consistency of learning.

It has the following strengths

- The environment is welcoming and children can select a variety of resources for themselves to direct their own play. As a result, children enjoy their time at the setting.
- Children behave well. Staff provide them with clear guidance to help them manage their own actions. They encourage children to take turns and share.
- Staff are compassionate and caring. They treat all children with respect and encourage them to express their views and talk about their feelings.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ raise the quality of teaching strategies used so that staff consistently provide children with appropriate levels of challenge in line with their current stage of development 	30/06/2018
<ul style="list-style-type: none"> ■ ensure that staff accurately assess children's progress, identify next steps in learning and use this information to plan challenging activities that help all children make progress 	30/06/2018
<ul style="list-style-type: none"> ■ develop strategies so that staff can develop their teaching skills and tailor more precisely the support given to them to raise the quality of teaching. 	30/06/2018

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

- continue to develop effective links with other settings that children attend to robustly promote continuity of care and learning.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team meets with staff regularly to discuss their practice. However, systems for monitoring staff performance are not sufficiently focused to provide consistency in the quality of teaching across the setting and to raise outcomes for children. Safeguarding is effective. Staff are clear about following local safeguarding procedures to help ensure that children are safe. They are aware of the signs and symptoms of harm and neglect. Staff supervise children well and deploy themselves effectively to ensure children's safety. The manager evaluates the provision and consults with parents to identify some areas for development. Feedback from parents is positive. They comment on how well their children have settled at the setting. Parents are given ideas to help them support their child's learning at home.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff understand that children learn through play, however, some interactions between staff and children do not consistently challenge children's abilities. Staff do not use information from accurate assessments to identify and plan to meet children's next steps in learning. Despite this, children enjoy their time at the setting and access a range of activities. For example, babies benefit from regular access to messy play. Older children enjoy role playing stories as they pretend to be a wolf blowing down the pigs' house. Some staff captivate children's interests through their use of language and develop children's own ideas. For example, children enjoy an outdoor treasure hunt to find, name and then count the foods that the hungry caterpillar is eating. In these cases, teaching is much more successful and supports children.

Personal development, behaviour and welfare require improvement

Weaknesses in the quality of teaching mean that some children are not always supported in their learning to make enough progress. Staff keep parents well informed about children's daily activities. Children's care needs are shared well to ensure children are settled and secure. However, information shared with other settings children attend does not yet support continuity in their learning. Staff raise children's sense of self-esteem and praise their good behaviour and achievements. Children learn about respecting other cultures and families who live within their local community. Children's good health is promoted well. For example, they regularly spend time outside in the fresh air, practising and developing their physical skills. Staff sit with the children at mealtimes and talk about healthy foods and how they are good for them.

Outcomes for children require improvement

Some children are not fully supported to make the progress they are capable of. Nonetheless, children are happy, settled and motivated to learn. They enjoy listening to stories read by enthusiastic staff. They confidently explore water, paint and play dough. They develop some of the skills required to help prepare them for school, such as independently fastening their coats and practising early mark making.

Setting details

Unique reference number	EY259428
Local authority	Derbyshire
Inspection number	1091686
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	48
Number of children on roll	109
Name of registered person	Cheeky Monkeys Day Nursery (Chapel) Ltd
Registered person unique reference number	RP521382
Date of previous inspection	9 April 2015
Telephone number	01298 811731

Cheeky Monkeys registered in 2003. The setting employs 12 members of childcare staff. Of these, two hold an appropriate early years qualifications at level 6, one at level 5, one at level 4 and seven at level 3. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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