

Cheeky Monkeys Colchester

William Harris Way, Colchester, Essex, CO2 8WJ



Inspection date

13 June 2018

Previous inspection date

13 December 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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, learning and assessment is not consistently strong. Staff do not consistently interact with children effectively to promote their learning to a good level.
- The manager does not monitor the educational programme well enough to help ensure that planning covers all areas of learning. For example, children have few opportunities to explore technology in their everyday play.
- Some staff do not give children sufficient time to think about and respond to questions before answering for them.

It has the following strengths

- Babies develop close bonds with the staff caring for them. For example, they confidently crawl on to the staff's laps, curl up and fall asleep when tired.
- Older children enjoy playing in the exciting outdoor area. They construct models from wooden pallets and crates, and measure water poured down plastic guttering.
- Parents speak highly of the staff. They comment on the effectiveness of the key-person system and how well the staff know their children. Parents are encouraged to play an active role in their children's learning. They contribute to the planning for their children's focus week.
- Children develop a good understanding of the local community. For example, they visit and spend time with residents of a local care home.

What the setting needs to do to improve further

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

	Due Date
■ improve ongoing support and coaching for staff to ensure children receive consistently good levels of teaching	14/07/2018
■ ensure that staff plan activities which provide children with opportunities to explore all areas of their learning.	14/07/2018

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

- review and develop further staff's confidence to allow children greater time to think about and respond to their questions.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and considered the impact this has on children's learning.
- The inspector carried out a joint observation with the manager of the setting.
- The inspector viewed documentation relating to the suitability of all adults working at the setting, risk assessments, policies and procedures, and staff's qualifications.
- The inspector held discussions with staff, children and the management team at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Lynn Hughes

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team has implemented a number of changes and improvements since the last inspection and has met all the previous actions. Procedures are in place for reviewing and enhancing staff's professional development. Management holds regular supervisory meetings with staff and support them to attend appropriate training. However, the quality of teaching remains inconsistent across the setting. The manager does not monitor the planning well enough to ensure that all areas of learning are regularly covered. Safeguarding is effective. The management team has worked hard to develop staff's knowledge of child protection and wider safeguarding issues. Staff carry out daily risk assessments indoors and outdoors, and bring any potential safety issues to the manager's attention. Newly implemented procedures for managing food and drink have helped to improve arrangements for children with allergies or food intolerances.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. While some staff follow children's interests well and interact with them effectively, others do not. For example, some staff do not recognise when children's play could be extended further. Some staff do not give children enough time to respond to questions and to think critically. Where staff practice is stronger, children have opportunities to join in with a range of child-led experiences, which helps to engage their curiosity. Some staff make good use of the resources to enhance children's imaginative play. For example, children construct two towers from cardboard reels and consider how they can build a bridge between them for the toy train. Staff help them to think about the best materials to use and whether they will be strong enough to hold the train.

Personal development, behaviour and welfare require improvement

Weaknesses in the quality of teaching have an impact on children's emotional well-being. Despite this, children are generally settled and content. Staff encourage children to think about things that keep them healthy. They talk about food that is good for them and the importance of regular exercise. Children enjoy making pretend dinner with real vegetables in the role-play area. They talk about the soup they are making as they proficiently use knives and forks to cut the vegetables. Managers make effective use of additional funding to support children's learning. For example, they support some children who do not have access to a garden to experience outdoor play. Babies are taken for daily walks in the local area.

Outcomes for children require improvement

Not all children make good progress in their learning. Nevertheless, they are generally prepared for their next stage of learning, such as for starting school. For example, children are independent and plan much of their own play. Children use numbers in their everyday activities and some are beginning to engage in early writing. Children understand safety rules. For example, they carefully transport scissors and cutlery from one area of the room to another.

Setting details

Unique reference number	EY425653
Local authority	Essex
Inspection number	1121999
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 - 6
Total number of places	66
Number of children on roll	106
Name of registered person	The Childcare Personnel Company Limited
Registered person unique reference number	RP528213
Date of previous inspection	13 December 2017
Telephone number	01206 574402

Cheeky Monkeys Colchester registered in 2011. The setting employs 22 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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