

Cheeky Monkeys

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



Inspection date	24 April 2019
Previous inspection date	26 April 2018

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

- The manager and her dedicated staff team have worked meticulously to address the actions and recommendations set at the previous inspection. They have focused on improving standards and driving quality higher.
- Children are settled and happy at this friendly nursery. The relationships between children and staff are warm and positive.
- Staff facilitate children's independence and curiosity very well. They have created an interesting and well-organised learning environment where all children are able to experiment and explore, indoors and outside. Children enter the nursery confidently and eagerly begin to engage in their self-chosen play.
- Children behave well. Staff are good role models and support older children in learning how to respect and value the differing needs of their friends. This helps children to gain the skills that help prepare them well for their future learning, including their move to school.
- Parents are keen to share their views about the nursery with the inspector. They share that they really appreciate the support staff give them, especially during difficult periods in their own or their children's lives.
- The manager does not ensure that staff consistently seek precise information from parents about children's learning and development before they start at the nursery.
- When interacting with children during their play and activities, some staff do not consistently give them enough time to consider their questions and provide a response, to maximise their learning.
- Staff do not consistently provide enough opportunities for the most able children to link sounds to letters and build on their good literacy skills

What the setting needs to do to improve further

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

- extend the range of information sought from parents when children start at the nursery and establish an in-depth understanding of children's starting points
- improve teaching to ensure staff give children enough time to think and respond to their questions, in order to maximise their learning
- strengthen opportunities for the most able children to link sounds and letters, to further enhance their good literacy skills.

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 nursery manager.
- The inspector held a meeting with the nursery manager and other members of the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Tina Mason

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. There are robust safe recruitment and induction procedures in place. The managers and staff have a comprehensive understanding of safeguarding and their responsibilities to protect and supervise children. There is a very strong team spirit and staff value the importance of working together. The manager is enthusiastic and has a strong vision of where she wants the nursery to be. For example, the nursery has recently made changes to the learning environments to benefit younger children's individual needs. Staff have good opportunities for further training. The managers use additional funding well to tailor activities to meet children's individual needs and extend their learning further. Partnerships with other professionals are effective. Staff work closely with others to ensure children who are not meeting their expected milestones are fully supported.

Quality of teaching, learning and assessment is good

Staff observe children as they play, tracking their achievements closely. They know children well. They follow children's interests and focus carefully on their individual learning needs. Staff use babies' natural exploratory impulse and sense of curiosity to help them make good progress. For example, they role model how to pour and fill containers. Children make marks in soft dough using their fingers and objects such as pine cones. This contributes to the good development of their small-muscle control and coordination. Pre-school children listen attentively to staff and each other. Mathematical language is part of a range of play experiences. For example, staff encourage children to think about number, shape and volume as they make popcorn.

Personal development, behaviour and welfare are good

Caring and attentive key persons help babies and children to develop a strong sense of emotional attachment in the nursery. Care practices are effective and make a positive contribution to children's good health and well-being. Staff teach children to respect each other's differences. They provide a wide range of activities that help children learn about the wider world. Staff offer interesting resources outdoors and encourage children to be active. For example, children build with large items. They form bridges with tyres and practise their balancing skills.

Outcomes for children are good

Children develop the skills they need for their future learning, including starting school. They learn to count accurately and order objects by size and shape. They have a good understanding of how to solve puzzles and problems. Babies gain confidence in their surroundings, for example when learning to interact safely with others. Children learn to appreciate the company of others as they enjoy social mealtimes and take turns in conversations. Children with special educational needs and/or disabilities receive close support to reach their potential.

Setting details

Unique reference number	EY377817
Local authority	Essex
Inspection number	10084903
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 8
Total number of places	66
Number of children on roll	45
Name of registered person	The Childcare Personnel Company Limited
Registered person unique reference number	RP528213
Date of previous inspection	26 April 2018
Telephone number	01787 221102

Cheeky Monkeys registered in 2008. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one holds level 4, and seven hold level 3. 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.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

