

# Cheeky Monkeys Colchester

William Harris Way, Colchester, Essex CO2 8WJ



|                          |              |
|--------------------------|--------------|
| <b>Inspection date</b>   | 12 June 2019 |
| Previous inspection date | 13 June 2018 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b>     | <b>Inadequate</b>           | <b>4</b> |
|---|-----------------------------|-----------------------------|----------|
|   | <b>Previous inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
| Effectiveness of leadership and management                    |                             | Inadequate                  | 4        |
| Quality of teaching, learning and assessment                  |                             | Inadequate                  | 4        |
| Personal development, behaviour and welfare                   |                             | Requires improvement        | 3        |
| Outcomes for children   |                             | Inadequate                  | 4        |

## Summary of key findings for parents

### This provision is inadequate

- Staff have not had access to effective training, support and coaching to help address the inconsistencies in the quality of teaching.
- Staff, particularly in the toddler room, do not allow children to follow through their own exploratory play. They do not provide children with enough suitable resources to enable them to fully explore planned activities.
- Some staff lack the confidence to purposefully engage with children in order to help extend their communication and language skills.

### It has the following strengths

- Children are happy and settle quickly. They arrive excited to see their friends and form warm relationships with staff and each other.
- Staff have strong partnerships with parents. They provide many opportunities for parents to play a key role in their children's learning and development. Parents contribute to their children's next steps and support their learning further at home.
- Children behave well. They show care and respect for each other's ideas, and freely take turns and share when playing together.
- Babies enjoy exploring a range of messy play and textures. They splash about in a shallow tray of water and play with handfuls of sand.
- Risk assessments are effectively used to ensure that all aspects of the environment are checked daily to help keep children and staff safe.

## 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 staff have access to effective training, support and coaching to help address the inconsistencies in the quality of teaching  | 26/07/2019 |
| provide children, particularly in the toddler room, with opportunities to follow their own play and ideas, ensuring that there are enough suitable resources to fully encourage their curiosity and interest | 26/07/2019 |
| ensure staff have the confidence to purposefully engage with children to help extend their communication and language skills.  | 26/07/2019 |

### Inspection activities

- The inspector sampled a range of documentation, including safeguarding policies and risk assessments.
- The inspector spoke to staff, children, parents and the manager.
- The inspector observed children and staff interacting, and looked at children's learning and assessment records.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of staff's suitability checks and their qualifications.

### Inspector

Sue Mann

## Inspection findings

### Effectiveness of leadership and management is inadequate

The manager has worked hard to address some of the actions and weaknesses in practice. However, she has been unable to implement an effective programme of training, support and coaching to help address the weaknesses in the quality of teaching. While some staff demonstrate effective teaching skills and practice, other staff fail to notice when children want to engage with them or when children are following their own interests. For example, staff clear away dried spaghetti despite a child quietly exploring the textures and how it falls from his hands. Safeguarding is effective. Staff have a clear understanding of their safeguarding policies and procedures and what to do if they have any concerns about children in their care. They complete regular online safeguarding training, which helps to keep them informed of new guidance and procedures.

### Quality of teaching, learning and assessment is inadequate

The quality of teaching is inconsistent across the nursery. Staff working in the toddler room constantly miss opportunities to encourage children to follow through their own exploratory play. In addition, they do not provide children with enough suitable resources to enable them to fully explore planned activities. For example, staff offer children an ice block activity, but fail to provide children with relevant resources to help them break the ice and release the plastic toy animals frozen inside. In addition, staff continually miss opportunities to build on and extend children's communication and language skills. However, pre-school children delight in using a real electronic cash till to 'scan' empty food packets and real vegetables. They mimic the bleep sound and request payment from their customers. Links with local schools help children to settle into the next stage of their learning smoothly. Teachers visit the children in the nursery, which helps them to understand children's stages of learning when they start school.

### Personal development, behaviour and welfare require improvement

Despite the weaknesses in the quality of teaching, babies have warm, close relationships with their key person and other staff. They wake from their naps happy and enjoy cuddles before being ready to play. Staff working with the pre-school children encourage their independence and help them to learn the skills needed for their move to school. For example, staff challenge children to decide what to do when the play dough they are making is too wet. Children add more flour and enjoy the warm praise they receive when this works. Staff have formed links with other professionals, such as speech and language therapists. This helps to develop plans to support children who have difficulty in their communication and language skills.

### Outcomes for children are inadequate

Children's progress and readiness for school is hindered by the inconsistent teaching they receive. Children in the toddler room wander around and amuse themselves, finding fun in painting the floor with a paint roller. However, pre-school children enjoy extending their mathematical skills alongside their friends. They use counters and glass beads, closely supervised by staff, to group objects by number and notice when one group has more or less than another. Babies form secure relationships with staff, which helps to support their confidence.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY425653  |
| <b>Local authority</b>                           | Essex   |
| <b>Inspection number</b>                         | 10085022  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 66  |
| <b>Number of children on roll</b>                | 126   |
| <b>Name of registered person</b>                 | The Childcare Personnel Company Limited   |
| <b>Registered person unique reference number</b> | RP528213  |
| <b>Date of previous inspection</b>               | 13 June 2018  |
| <b>Telephone number</b>                          | 01206 574402  |

Cheeky Monkeys Colchester registered in 2011. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

