

Cheeky Monkeys

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



Inspection date	21 March 2019 - 24 April 2019
Previous inspection date	30 May 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Inadequate	4
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 is inadequate

- Since the last inspection, leaders have failed to take effective action in response to previously highlighted weaknesses. Children do not receive enough challenge in their learning to make better than expected progress.
- Leaders' systems to monitor staff practice are not yet effective. Managers do not routinely check on the quality of teaching across the nursery. They do not provide all staff with the required support to improve their skills.
- Staff do not use ongoing observation and assessment skilfully or in a timely manner to match activities to individual children's learning needs.
- Leaders do not monitor children's assessment information to compare the progress groups of children make. This means that they are unable to identify appropriate interventions and target teaching where some children do not make expected progress in their learning. Not all children make the best possible progress from their starting points.

It has the following strengths

- Staff provide a welcoming, nurturing environment for younger children. They settle well and show that they feel emotionally secure and confident as they play.
- Staff have developed effective links with other settings that children attend. They talk to other professionals, to promote continuity of care and learning.

What the setting needs to do to improve further

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

	Due date
monitor the quality of teaching and provide coaching and support to staff so that all staff know what they must do to improve their skills	30/06/2019
use information from observations and assessments to target planning that precisely matches each child's needs	30/06/2019
use information about children's progress and identified gaps in learning, to target teaching and narrow gaps in attainment for all groups.	30/06/2019

Inspection activities

- The inspectors completed two joint observations with the deputy manager and two with the manager.
- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors held a meeting with the deputy managers of the nursery and spoke to staff about safeguarding and children's learning.
- The inspectors looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspectors spoke to a small number of parents during the inspection and took account of their views.

Inspectors

Kim Barker
Teresa Lester

Inspection findings

Effectiveness of leadership and management is inadequate

Leaders have not yet been successful in bringing about consistent improvements in the quality of teaching. They have sought advice and training for staff and taken some steps to begin to monitor staff practice through monthly supervision discussions. However, staff who work with children under two-years-old do not receive enough support, coaching or training to develop their teaching skills sufficiently. Leaders do not use assessment information to identify any gaps in learning for groups of children or to target teaching that can help to improve outcomes. The arrangements for safeguarding are effective. There are procedures to assure the health and safety of children who attend the setting. Leaders are clear about following local safeguarding procedures to help ensure that children are safe. Staff are aware of the signs and symptoms of harm and neglect. They attend training courses to ensure their knowledge is current, for example in first aid and safeguarding. This goes some way to help to keep children safe.

Quality of teaching, learning and assessment requires improvement

Staff's assessments do not inform them precisely enough about children's current developmental levels. Staff's planning is not informed by information about what children already know and can do. Their planning does not provide children with sufficient challenge to help them to make good progress. Staff do not consistently use the next steps they identify for children during activities. Nevertheless, staff do observe children to identify their interests and provide activities that they know they enjoy. Staff working with older children use an effective range of teaching methods. They wait for children to think and consider what they could do next when they ask questions. Children make up a story as they play. This shows the development of their imaginative skills. Children learn words to describe position and estimate measures as they make cakes from mud outdoors.

Personal development, behaviour and welfare require improvement

Since the last inspection, staff have attended training and received guidance to begin to make some improvements to their practice. For example, they reflect on how to organise and present toys and experiences for children. However, some staff are not as skilled as others in engaging and motivating children in their learning. This means that children are not challenged effectively to help them make the progress of which they are capable. Staff provide activities for older children to help them to prepare for the move on to school. For example, children learn to respect other's opinions, to take turns and listen to each other in groups. Staff use opportunities at meal times, as children play, and during baking activities, to talk to children about the benefits of eating a healthy diet.

Outcomes for children require improvement

Not all children, including those in receipt of funding, receive sufficient challenge to make the best possible progress. As a result, children generally make only typical progress in their learning. Nevertheless, children have opportunities to develop some skills to help prepare them for the next stage in their learning. They happily explore the toys and equipment that staff set out for them and are confident to ask for help when they need it. Younger children increase their dexterity and make marks as they explore

sensory activities. Older children develop some early literacy skills, as they talk about the marks they make and identify some initial letter sounds. Younger children learn words about position as they use a ramp. Older children learn language about quantities as they enjoy baking cakes.

Setting details

Unique reference number	EY259428
Local authority	Derbyshire
Inspection number	10084991
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	48
Number of children on roll	104
Name of registered person	Cheeky Monkeys Day Nursery (Chapel) Ltd
Registered person unique reference number	RP521382
Date of previous inspection	30 May 2018
Telephone number	01298 811731

Cheeky Monkeys registered in 2003 and is based in Chapel-en-le-Frith, Derbyshire. The setting employs 16 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 10 at level 3. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

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