

Cheeky Monkeys Day Nursery

98 Plough Hill Road, Nuneaton CV10 9NY



Inspection date	7 August 2019
Previous inspection date	3 December 2015

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

- Leaders are ambitious. They work closely with the well-qualified staff team to provide good-quality care and education. They reflect effectively on the service they provide and value the views of parents and staff to identify further areas to develop.
- Leaders invest well in staff and provide them with effective training, guidance and coaching. Recent training has helped staff to begin to identify and support the different ways that children learn.
- A strong key-person system provides continuity for children's care and development needs. Staff know children well. They use observations and assessments to identify children's next steps in learning and plan successfully for their individual needs.
- Leaders work closely with staff to monitor children's progress and identify any gaps in their learning. They hold regular discussions with staff about children's achievements to ensure any gaps are swiftly addressed. This helps children catch up and maintain good progress across all areas of their learning.
- Children are confident and self-assured. They make good progress from their starting points and develop the key skills they need in readiness for school.
- Staff provide an exciting range of activities that stimulate children's imaginative ideas and provide many opportunities for them to be creative. Children concentrate as they combine paint with foam and mix colours together. Children also enthusiastically join in role play, such as going on a train ride.
- Children develop good levels of independence and learn to manage their own needs well. Staff successfully help older children to confidently attend to their personal needs.
- Babies do not consistently benefit from the highest level of challenge in their learning. At times, staff working with babies do not fully recognise and exploit opportunities to enhance the play experiences.
- Staff do not fully consider how to make the best use of the outdoor provision to support the learning of children who prefer to be outside as well as possible.

What the setting needs to do to improve further

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

- extend the learning opportunities for babies and consistently provide them with a high level of challenge to help them to make excellent progress
- make the best use of the outdoor provision to fully support those who prefer to learn outside as well as possible.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held discussions with managers, staff, children and parents.
- The inspector reviewed some of the setting's documentation, including the safeguarding policy and procedure.
- The inspector sampled children's development information and records.
- The inspector carried out several joint observations of activities with the manager.

Inspector
Anne Dyoss

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders ensure that all policies and procedures are robust and effectively implemented. They have made thorough risk assessments of the premises and ensure that staff identify and minimise any potential risks to children. Leaders and staff have a good understanding of their safeguarding responsibilities. They are fully aware of the procedures to follow if concerns are raised about a child in their care. Parent partnerships are strong. Staff encourage a regular two-way flow of information. For example, children's next steps, ongoing progress and achievements are consistently shared. This helps to support children's learning between the nursery and home.

Quality of teaching, learning and assessment is good

Staff support children's communication and language development skilfully, including children who are bilingual. Staff working with pre-school children question them well to encourage them to share their good ideas. For example, staff build on children's interest in a globe of the world and encourage a lively discussion about places they have visited, and how they travelled there. Younger children extend their vocabulary as they look at books. For example, they explore the meaning of different feelings. Staff provide children with interesting opportunities to practise their literacy skills. For example, staff help pre-school children learn about letters and their sounds. Children eagerly write the letters they know, including their names. Two-year-old children enthusiastically make marks in rice and explore the effects they create as light shines through the gaps they have made.

Personal development, behaviour and welfare are good

Staff are kind and caring. Children form close bonds with them and enjoy being in their care. Staff working with babies are attentive, nurturing and meet their care needs well. Children's behaviour is good. Staff act as positive role models. They are sensitive to children's needs and encourage children to play cooperatively together. Children walk sensibly as they move to different areas of the nursery and show respect for others. Staff help children follow good hygiene routines and also learn about keeping themselves well. Children know that some foods are healthier than others and about keeping themselves safe when they play in the sun. Older children also learn about online safety.

Outcomes for children are good

Babies use their curiosity to explore a range of natural resources. Children enjoy opportunities to practise their physical skills and use various tools to shape dough. Younger children concentrate as they wash clothes, squeeze out the water and peg them on a line to dry. Pre-school children enthusiastically use a mortar and pestle to grind a selection of herbs and flowers. Children develop their understanding of the world, such as how ingredients like flour change when water is added. They explore the effects created as they pour water down chutes and work well together to collect it when it emerges from the end.

Setting details

Unique reference number	EY411117
Local authority	Warwickshire
Inspection number	10072202
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	0 - 4
Total number of places	72
Number of children on roll	122
Name of registered person	Melling, Gemma-Leanne
Registered person unique reference number	RP905696
Date of previous inspection	3 December 2015
Telephone number	02476398192

Cheeky Monkeys Day Nursery registered in 2010. The nursery employs 22 staff. Of these, 13 hold early years qualifications at level 3 and three at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery receives funding to provide free early years education for two-, three- and four-year-old children.

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