

Cheeky Monkeys Day Nursery

161 Durham Road, STOCKTON-ON-TEES, Cleveland TS19 0DS



Inspection date	14 May 2019
Previous inspection date	28 September 2016

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

- Risk assessments are not fully effective in identifying and minimising all potential hazards. Young children's safety is not supported as well as possible.
- Staff working with the older children do not take full account of their needs and stage of development when planning learning experiences and routines throughout the day. Some children do not make good enough progress.
- Recent changes to the organisation of the pre-school room mean some older children do not have regular access to their key person, who is able to tailor their learning and meet their individual needs.

It has the following strengths

- Children with special educational needs and/or disabilities are identified swiftly and supported well to narrow possible gaps in their learning. The manager reviews the progress of all children who attend to seek appropriate intervention from external agencies, if appropriate.
- Effective systems are in place to ensure all staff who work directly with the children are safe to do so.
- Staff say they feel well supported by the provider and manager. Many have worked in the nursery for a number of years.

What the setting needs to do to improve further

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

	Due date
improve risk assessment procedures to ensure all risks to children's safety are managed and addressed as swiftly as possible	17/05/2019
improve teaching for the pre-school children and plan learning experiences that take full account of their individual needs and stage of development to support them to make the best possible progress	31/05/2019
ensure all children have regular access to their key person to ensure their learning is tailored to meet their individual needs.	31/05/2019

Inspection activities

- The inspection took place following the risk assessment process.
- 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. 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

Nicola Jones

Inspection findings

Effectiveness of leadership and management requires improvement

Risk assessments are not consistently fully effective in ensuring all areas accessed by children are as safe as possible. For example, on the day of inspection, staff failed to identify and swiftly address trailing wires and cables in the 'Tweenie' room. This presents a hazard to young children, especially those who are interested in climbing. Overall, the manager has suitable arrangements to evaluate the nursery and has identified some areas for improvement. Staff supervision meetings are used to set targets to improve teaching skills and training opportunities are provided. Some interim changes have been made to the organisation of the pre-school room. However, such changes have resulted in older children not having regular access to their key person, who can tailor activities according to their individual learning needs. Safeguarding is effective. Staff know how to respond to any concerns they may have about a child's welfare.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Older children in the pre-school room are not provided with learning experiences that are sufficiently focused on their stage of development. For example, staff plan activities to extend children's interest in planting and growing. However, they are not stimulating enough and although they are well qualified, staff do not challenge children's learning sufficiently. Consequently, children become bored and leave the activity. Staff plan effective activities for younger children. Experiences, such as making play dough, are planned and children engage deeply in their learning. Staff make good use of teaching strategies, supporting and extending children's communication skills well.

Personal development, behaviour and welfare require improvement

There are occasions when children's safety is affected by insufficient risk assessments. However, children display good levels of confidence and enjoy exploring the indoor and outdoor areas. They develop positive relationships with staff and other children who attend. Children's good health is supported generally well. However, some foods prepared for children at mealtimes are too high in sugar and do not fully support children's understanding of eating a balanced and nutritious diet. Partnerships with parents are strong. High-quality information is obtained about children when they first start attending, to provide consistency in supporting children's emotional and physical needs. Parents say they appreciate how their children can bring their comforters from home to help them settle into the nursery.

Outcomes for children require improvement

Some children do not make enough progress and are not challenged to a high enough level. Despite this, they are developing as effective communicators and enjoy the time they spend at nursery. Children cooperate and behave well with each other. They share equipment appropriately when they wash the ride-on cars outdoors. This provides them with some of the skills they require in readiness for school.

Setting details

Unique reference number	EY413293
Local authority	Stockton-on-Tees
Inspection number	10105813
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 - 10
Total number of places	59
Number of children on roll	70
Name of registered person	AAM & Sons Limited
Registered person unique reference number	RP903801
Date of previous inspection	28 September 2016
Telephone number	01642 606705

Cheeky Monkees Day Nursery re-registered in 2010 and is located in Stockton-on-Tees. The nursery employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 3, and the manager holds a level 4 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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