

# Inspection of Cheekie Monkeys (Ilminster) Limited

Cheekie Monkeys, Unit 4, Broadoak, Canal Way, ILMINSTER, Somerset TA19 9FA

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Inspection date: 3 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The friendly and dedicated staff work well together and have high expectations for all children. They are attentive and caring, which helps children feel emotionally secure. Children are happy and motivated to learn. They make choices in their play and show great interest in the activities available. Staff help children to gain an awareness of their community. Children enjoy trips to parks and take part in community events, such as creating a carnival display for a local shop window. These experiences give children a broader knowledge of where they live. Staff support babies well to use their senses as they explore the sand. Older children attempt to write their names and identify letter sounds. Children are kind and caring towards one another. They behave well and play cooperatively together with their friends. Children have many opportunities to develop their physical skills. Babies cruise around the furniture and thoroughly enjoy picking up balls and rolling them down slopes. Older children jump and dance with enthusiasm when a music specialist visits. Staff encourage children to listen carefully to stories, sing number songs and count objects. These skills help to prepare children for their eventual move on to school.

## **What does the early years setting do well and what does it need to do better?**

- Staff provide a carefully considered curriculum that builds on children's interests and, overall, what they already know and can do. They assess children's learning and development regularly and make careful observations. This helps staff to establish children's next steps and identify any gaps in their learning. All children, including those with special educational needs and/or disabilities, make good progress in their learning.
- Staff are responsive to children's care needs and babies receive lots of cuddles during the day. All children have a positive attitude to learning. They show high levels of curiosity as they play and are independent. For example, babies feed themselves and older children take their plates to the washing up bowl after meals.
- The manager supports staff practice effectively with, for example, regular one-to-one meetings. She offers many pertinent professional development opportunities. For instance, following on from training, staff have increased their knowledge of how to support children's speech and language development further.
- Staff place a strong focus on developing children's communication and language. They introduce new words to younger children as they play to help broaden their vocabulary. Staff converse with older children and ask questions to encourage their thinking skills.
- The manager evaluates the provision accurately and makes positive improvements continuously. She involves parents, staff and children in the

process. For example, staff created a construction area outdoors due to the fascination children showed in a real construction site locally.

- Staff regularly provide parents with information about children's learning through, for example, an online learning journey and parent meetings. Staff offer ideas on how to support children's ongoing learning at home. For instance, they send home a 'song of the month' for parents to share with their child.
- Staff maintain close links with all other settings attended by children in order to exchange information. This helps to support children's progress and continuity of care and learning well.
- Children have good opportunities to learn about people and communities that are different to their own. They explore various festivals, which helps them to understand their similarities and differences and encourages equality and respect towards others.
- Staff provide plenty of interesting activities that children are eager to explore. However, on occasions, they do not organise some parts of the session, such as the period after lunch, as well as possible to ensure older children are fully engaged.
- Staff offer flexible settling-in arrangements. They obtain good information on younger children's individual needs to help them settle and meet their care routines. However, they do not have a full picture of children's all-round development at the time they start, to help them form initial assessments and plan even more effectively from the start.

## Safeguarding

The arrangements for safeguarding are effective.

Staff foster children's safety and welfare well. The manager has completed safer recruitment training and uses robust recruitment processes. This helps to ensure the suitability of staff who work directly with the children. The manager and staff understand fully the procedures to follow if they have a concern about a child's welfare. The manager ensures that staff keep their safeguarding knowledge up to date through, for example, training and input at each staff meeting. Staff are vigilant in following procedures when children are absent and they monitor children's attendance closely. This helps them to protect children's welfare.

## What does the setting need to do to improve?

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

- strengthen the organisation of the daily sessions to support older children's interests and participation more fully
- gather more detailed information from parents about their children's starting points on entry, to further inform the initial assessment and planning of activities.

## Setting details

<b>Unique reference number</b>	EY478651
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10076071
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Cheekie Monkeys (Ilminster) Limited
<b>Registered person unique reference number</b>	RP902894
<b>Telephone number</b>	01460 52457
<b>Date of previous inspection</b>	8 February 2016

## Information about this early years setting

Cheekie Monkeys (Ilminster) Limited registered in 2014 and operates from a business park on the outskirts of Ilminster, Somerset. The setting is open from 7.45am to 6pm Monday to Friday for 51 weeks of the year. There are 12 members of staff. Of these, two hold a qualification at level 5, seven hold a qualification at level 3 and two hold a qualification at level 2. The setting receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Petra Morgan

## Inspection activities

- The inspector observed children and staff engaged in activities, indoors and outdoors, and talked to them at appropriate times.
- The inspector conducted a joint observation with the manager. The inspector met with the manager and the director at appropriate times throughout the inspection, to discuss how they monitor and support staff.
- The inspector looked at a range of relevant documentation, including policies and children's records.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

We carried out this inspection 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.

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