

Inspection of Cheeky Monkeys Day Nursery

Unit 8, Eastboro Fields, Hemdale Business Park, Nuneaton, Warwickshire CV11 6GL

Inspection date: 8 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in this nurturing environment. They happily enter the nursery and settle quickly into their chosen activity. Staff obtain detailed information from parents about their child and use this to plan exciting learning opportunities and experiences for all children. Children build close relationships with staff and the other children. They show through their behaviour that they feel safe at the nursery. Children delight in exploring different textures and materials. They scoop sand, fill pots and enthusiastically pat the pot before removing it to see what they have created underneath. Older children enjoy recreating known experiences, such as pretending to prepare foods in the play kitchen. They put on dressing-up shoes and hats as they go for walks inside with their friends. Children learn about their own safety and how to use tools safely. They carefully hammer nails into large blocks of wood and use hand drills to make holes in the wood, under the close supervision of staff. Children learn to take care of resources and books and to care for their friends. Staff support children as they learn to negotiate for toys and equipment when playing and praise children for sharing toys and taking turns. Children benefit from being active and spending plenty of time outdoors in the fresh air.

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

- Children make good progress from their individual starting points in learning. Parents access information about their child's learning through an online portal and daily discussions with staff. They are encouraged to share their experiences at home to add to their child's learning journal. This helps staff to establish continuity in children's care and learning.
- All children are motivated and enthusiastically engage in the activities. Babies and toddlers delight in reaching for bubbles that staff blow, and try to catch and pop them. Older children listen carefully to instructions as they manipulate dough to music, which builds their small-muscle skills. They 'splat' the dough from one hand to another, roll it into sausage shapes, pinch it between their thumb and forefinger and pass it between their hands behind their backs.
- Staff plan a curriculum that continually builds on what children already know. They assess children's abilities and use the information to provide activities and opportunities to enhance their learning. However, staff do not always use the techniques that are in place effectively to fully support children's critical-thinking skills.
- Children's love of books is nurtured. They thoroughly enjoy shared reading activities. Small groups of children have their own copy of a book and follow the story as a member of staff reads it out loud. Children join in with familiar text, identify characters from the story and share their own ideas about what happens next. This also builds children's awareness that print has a meaning.

- Children learn about diversity and the wider world through discussions and activities that build their awareness of cultural events and celebrations during the year. Staff gather key words and phrases from families who speak English as an additional language to aid communication. However, staff have not fully considered ways to provide opportunities for children to include their home language in their play and learning.
- Children enjoy a variety of freshly prepared meals each day. Managers and staff follow clear procedures to ensure that they are fully aware of children's dietary needs and preferences. Effective steps are in place to ensure that children do not access foods that may pose a risk to them, such as if they have an intolerance or allergy. Children make choices about foods and older children serve themselves.
- Children rest and sleep according to their needs. Staff ensure children sleep soundly and regularly check on them to ensure they remain safe. Care routines are incorporated into the day and nappy changing routines ensure children remain comfortable throughout the day. Staff support parents and children through developmental milestones, such as toilet training.
- Managers monitor staff effectively and support their continued development through professional development opportunities. They meet regularly as a team and share their ideas and any new information that they have gained through training courses or by reading information. Self-evaluation is an important part of the nursery's continued development. Routines for gaining the views of parents and children are continually evolving. Managers and staff evaluate practice and comments they receive and use this information to identify particular strengths within the nursery and areas for development.

Safeguarding

The arrangements for safeguarding are effective.

Children play in a well-maintained, safe and secure environment. Managers and staff take effective steps to assess all areas used by the children and minimise risks. Security is good. Children are not released into the care of unknown adults. Managers and staff demonstrate a good understanding of their role and responsibility to protect children from harm and neglect. They fully understand the procedures for referring any concerns they may have about children to the relevant agencies. Recruitment procedures are effective. Managers ensure all staff are deemed suitable to care for children and all relevant checks are completed.

What does the setting need to do to improve?

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

- develop more effective techniques to support children's critical-thinking skills
- give children who speak English as an additional language more opportunities to

include their home language in play and learning.

Setting details

Unique reference number	2502723
Local authority	Warwickshire
Inspection number	10137709
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	120
Number of children on roll	99
Name of registered person	Melling, Gemma-Leanne
Registered person unique reference number	RP905696
Telephone number	07825027153
Date of previous inspection	Not applicable

Information about this early years setting

Cheeky Monkeys Day Nursery registered 2018 and operates from a unit in Hemdale Business Park, Nuneaton. The nursery employs 19 members of childcare staff, 14 of whom hold early years qualifications at level 2 or level 3. The nursery is open from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- The inspector completed a learning walk with the provider and discussed the curriculum.
- 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 joint observations with the provider and her deputy manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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