

# Inspection of Cheeky Monkey's Pre-school

Adult School Hall, Bridge Road, Coalville, Leicestershire LE67 3PW

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Inspection date: 24 January 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children's progress is not reviewed at key times in their development. Furthermore, learning activities do not consistently provide children with the appropriate levels of challenge or fully meet their individual learning needs. Therefore, not all children make the progress of which they are capable.

However, children are happy, settled and enjoy their time at the pre-school. They demonstrate secure attachments with staff and they behave well. Children are familiar with the pre-school routine. They have a good understanding of what happens next. Children listen to and follow instructions from the staff. They work together cooperatively to tidy away toys.

Children are becoming independent and capable of meeting their own personal needs. This is because, overall, staff have high expectations about what children can do for themselves. Children play with real vegetables in the role-play areas. They hold knives safely as they confidently cut up the vegetables to make dinner for their dolls.

Children have good opportunities to be active outside. They negotiate space well as they ride tricycles. Children demonstrate good coordination and skill as they walk and balance on large puzzle pieces that they join together to form a raised pathway. However, children's learning is not consistently promoted. Staff do not support parents to continue their children's learning at home.

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

- The manager understands the requirement to carry out a progress check for children aged between two and three years, and the need to share this with parents and health professionals. However, staff do not consistently complete the checks for children. Furthermore, staff do not use assessment information effectively to identify children's next steps in learning and inform planning. Consequently, at times, children lose interest and lack engagement in the activities that are provided.
- Staff offer flexible settling-in arrangements. They obtain information about children's health, interests and development. Staff use this information well to help children settle. Parents comment that when they collect their child, the staff talk to them about the activities that their child has taken part in that day. However, staff do not encourage parents to read with their child, nor do they give parents ideas to help them support their child's learning at home.
- Staff have the opportunity to attend a variety of training courses, which help to extend their knowledge of how children learn. However, the manager does not have effective supervision arrangements in place to support staff to make

appropriate use of assessments and enhance the teaching of the curriculum.

- Staff interact positively with children. They get down to a child's level and join in with their play. Children learn to overcome setbacks. When a tower they are building falls over, staff encourage and support children to rebuild it. Children count as they build, and staff introduce mathematical language in relation to size, such as 'tall', 'short', 'long' and 'high'. Staff give children plenty of praise as they play. They encourage children to use good manners and support them to overcome conflicts.
- Staff provide children with opportunities to extend the experiences they receive at home. Children enjoy taking part in creative and messy play. They are curious and concentrate well as they mix cornflour with water. Children learn to solve problems. When the mixture becomes too runny, they work out that they need to add more cornflour. Children become excited as food colouring is added to the cornflour and watch with interest as the colours mix together. They comment that when two colours mix they change to create a new colour.
- Children practise early writing skills as they draw with chalks. They sing their favourite songs and rhymes as they play musical instruments. Children and staff find quiet cosy areas to look at books together. Older children talk to younger children about the pictures in the books.
- Children are provided with a range of healthy and nutritious snacks. Staff talk to children about the importance of a healthy diet, including why fruit is good for them. There are secure procedures in place to manage children's special dietary requirements and allergies. Staff offer advice to parents on how to provide a healthy packed lunch for their child.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand 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 training and discussions at staff meetings. Staff are vigilant in following procedures when children are absent; they monitor children's attendance closely. Staff complete daily safety checks indoors and outside to provide children with a safe environment. They make sure the premises are secure to ensure children cannot leave unsupervised and any unauthorised visitors to the setting cannot gain entry.

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

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

	Due date

ensure the required progress check for all children between the ages of two and three years is completed and a copy of the summary is kept	24/02/2020
use staff's knowledge of each individual child to plan suitably challenging learning experiences for individual children in all areas of learning and development.	24/02/2020

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

- help parents to extend their child's learning at home and encourage them to foster their child's love of books and stories
- improve arrangements for the supervision and coaching of staff to ensure that professional development has a clear focus on raising the quality of education to a consistently good level.

## Setting details

<b>Unique reference number</b>	EY361198
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10073996
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Samantha Culver & Claire Humphries Partnership
<b>Registered person unique reference number</b>	RP527278
<b>Telephone number</b>	07972070403
<b>Date of previous inspection</b>	18 March 2016

## Information about this early years setting

Cheeky Monkey's Pre-school, located in Coalville, Leicestershire, registered in 2007. The pre-school is open during term-time only, on Monday, Wednesday and Friday from 9.15am until 12.45pm and on Tuesday and Thursday from 9.15am until 3.45pm. The pre-school employs four members of staff. All hold appropriate early years qualifications, with one at level 5, two at level 3 and one at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Teresa Lester

## Inspection activities

- The inspector completed a learning walk across all areas of the pre-school. The inspector spoke with the manager and staff to gain an understanding of how the early years provision is planned and the curriculum is implemented.
- The inspector completed a joint observation with the manager. The inspector and the manager evaluated the teaching and learning that took place.
- The inspector held a meeting with the pre-school manager. She reviewed relevant documentation, such as evidence of the suitability of staff working in the pre-school and staff training.
- The inspector held discussions with the parents, staff and children at appropriate times throughout 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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