

Inspection of Cheeky Monkeys Pre-School (Iver Heath)

New Village Hall, St Margarets Close, Iver, Buckinghamshire SL0 0DA

Inspection date: 24 February 2020

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

What is it like to attend this early years setting?

The provision is inadequate

Children benefit from warm relationships with staff members. They settle quickly and happily into play as soon as they arrive. Children are starting to learn important self-care skills. For example, they wash their hands before snack time and after using the toilet. While staff provide a welcoming and caring atmosphere, children do not benefit from a stimulating learning environment. As a result, they are not engaged in meaningful learning throughout the session. They spend short periods of time involved in activities and playing with different resources, but quickly become bored and move on.

Although staff do interact with children, they are often too busy engaged in care routines, such as nappy changing or preparing snacks. Consequently, they are not able to swiftly identify when children are disengaged and adapt the activities and environment to provide more stimulation and challenge. This means the environment becomes chaotic at times and children's behaviour deteriorates during the course of the session. Although staff do provide reminders to children about the importance of sharing toys, and why it is not safe to run around, they do not do this consistently. This impacts on children's enjoyment and learning. For example, when toys are snatched from them, or when they slip over and bump heads.

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

- The provider does not monitor the practice of managers and staff effectively to ensure they fulfil the responsibilities of their roles. For example, she has not maintained clear records of any action taken to safeguard children where there are concerns about their welfare. Staff do not receive regular feedback about the quality of their practice, or coaching to ensure that teaching is of a high quality. Action taken to address poor performance is not swift enough and has a negative impact on children's learning and safety.
- The curriculum is poorly planned and implemented. Staff lack understanding of how to plan a wide range of learning experiences to help children build upon their existing abilities effectively. Staff do not consider children's individual needs and interests when setting up the environment. Activities provided lack purpose and do not provide enough stimulation or challenge. Some activities provided do not interest any of the children at all throughout the session, whereas others do not hold children's concentration for long enough. For example, children soon become bored during a painting activity because there are insufficient tools and resources set up to inspire them.
- Staff do not support children's learning well enough as they interact with them. Overall, staff talk to children and respond to what children are saying as they play alongside them. However, they do not make the most of opportunities to

broaden children's vocabulary as they play. For example, while children are building cars and trains, staff do not engage them in meaningful conversations or introduce new words to extend and develop their language. Staff respond to children's questions, but do not consistently extend discussions to help children express their own thoughts and ideas. For example, during a story time activity, children are initially keen to talk about the pictures and story. Staff do not recognise this as an opportunity to engage children in further discussion. As a result, children quickly become disinterested and restless.

- Staff fail to recognise that the learning environment is not adequately meeting children's individual needs. This impacts on children's behaviour. For example, when children become restless and in need of physical activity, staff respond by bringing out more resources. This clutters the environment and fails to meet children's interests. As a result, accidents occur because children become more boisterous, and staff do not have the time to address this behaviour consistently.
- Children's safety is compromised because leaders do not make sure that the premises are fully secure following a fault with the intercom system. Although children cannot leave the premises unsupervised, there is nothing preventing members of the public accessing the areas where children play.
- Staff communicate with parents daily about the care provided for their children, and the activities they have been involved in during the day. However, staff do not routinely provide parents with information about the progress their children are making in their learning. Nor do they attempt to engage parents in their child's learning, either within the pre-school or at home. Nonetheless, parents comment positively about the caring staff and how much their children enjoy coming to the pre-school.
- The provider does not provide staff with enough support to manage their workloads following recent changes to the team. Staff appear under pressure as they try to manage several responsibilities at once. This impacts on the amount of time they can spend directly with the children to support their learning and development.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has not taken all reasonable steps to keep children safe. Daily risk assessments have not been undertaken effectively to ensure that the premises are secure on a consistent basis. Staff have a suitable knowledge and understanding of the signs which could indicate a child is at risk of abuse and the action to take if they are concerned about a child's welfare. However, the provider does not have effective systems in place to ensure that safeguarding documentation has been maintained to an appropriate standard.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and

Childcare Register the provider must:

	Due date
take all reasonable steps to ensure that unauthorised persons cannot access the areas where children play and are cared for	28/02/2020
ensure that staff provide children with clear and consistent messages as to why some behaviours are not appropriate, and the impact of those behaviours on themselves and their friends	24/03/2020
ensure that paperwork in place for the safe and efficient management of the setting is maintained, with particular regard to the accurate logging of safeguarding concerns and any action taken to keep children safe	24/03/2020
ensure that the arrangements in place for the supervision of staff and the monitoring of practice are effective in driving continuous improvements to the quality of teaching, and provide staff with the support and coaching they need to fulfil their roles	24/05/2020
implement an effective curriculum so that all children benefit from a broad range of interesting and challenging activities which build upon their existing knowledge and interests, and which provide them with the cultural capital they need for future learning	24/05/2020
improve staff practice so they understand how to engage children in purposeful play, supporting children's learning and building their vocabulary during interactions	24/05/2020

<p>improve the arrangements in place for engaging parents in their child's learning, so that parents receive regular information about their child's learning and development, and ways they can extend their child's learning at home.</p>	<p>24/05/2020</p>
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Setting details

Unique reference number	2535593
Local authority	Buckinghamshire
Inspection number	10145327
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	7
Name of registered person	Cheeky Monkeys Childcare Services Limited
Registered person unique reference number	2535592
Telephone number	07725165723
Date of previous inspection	Not applicable

Information about this early years setting

Cheeky Monkeys Pre-School (Iver Heath) registered in 2019 and is located in Iver, Buckinghamshire. The pre-school operates Monday to Friday from 9am to midday, during term time only. It provides funded early education for two-, three- and four-year-old children. There are two staff members employed to work with children, both of whom hold relevant childcare qualifications ranging from level 3 to level 5.

Information about this inspection

Inspector

Carla Roberts

Inspection activities

- A learning walk was undertaken by the inspector to find out how the curriculum is organised to meet the needs of the children attending.
- The inspector observed staff interactions with children during the session to evaluate the quality of teaching and the impact this has on children's learning,
- Verbal feedback was taken from parents to find out their views on the quality of the provision.
- The inspector spoke to staff at appropriate times during the inspection to find out about how they plan activities to meet children's needs and interests.
- A meeting was held with the provider to find out how she monitors the effectiveness of her management and staff team.

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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