

Inspection of Cheeky Monkees Day Nursery

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

Inspection date: 2 July 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form good relationships with staff who care for them. They are nurtured and respond to cuddles and reassurance if upset. This helps to promote children's emotional well-being. Children are creative learners. They spend time combining ingredients together, such as flour, herbs and scented oils. Children create their own pretend potions and dough. They talk to others about the different scents they can smell. Children demonstrate good communication skills. They immerse themselves in stories read by staff. Older children use puppets and props to re-tell stories to others.

Older children learn to solve problems as they play, including recognising that they need more flour when their dough becomes too sticky. Older children demonstrate high levels of confidence and independence. They learn to communicate and work with one another on chosen tasks. For example, older children work together to create large wooden structures. They talk confidently about their understanding of bridges and landmarks from around the world. Children use mathematical language as they play. They learn to compare different sized cardboard tubes and planks of wood. In addition, they learn to count and weigh ingredients during investigative activities. Children learn sequencing and think about what comes next. This helps to extend their mathematical development.

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

- Leaders and staff have made significant changes to the setting since the previous inspection. This includes a change of environment and implementation of a new curriculum. Children benefit from a more natural environment that is tailored to their age and stage of development. They can access a wide range of materials, ingredients and resources that spark their interest and create a curiosity to learn. Leaders comment that they have seen a significant positive difference in how children manage their own feelings and behaviours.
- Parents comment that they are happy with the care that staff provide and they have access to information about their child. Despite barriers presented by the COVID-19 (coronavirus) pandemic, staff keep in touch with parents. They share ideas, activities and assessments of children's learning through an online learning system. This helps parents to continue their child's learning at home.
- Children are well prepared for their next stage in learning. Older children are confident to join in with large-group discussions. They are able to recognise letters of their name. However, staff do not pronounce individual letter sounds correctly. This means that children do not hear the precise sounds needed to help them develop early reading skills.
- Leaders place a large emphasis on promoting staff's well-being. Staff comment that they feel supported and valued. They have regular meetings with leaders

and contribute to group discussions. Staff comment that they feel that there is much less emphasis on administrative tasks, including paperwork. This helps them to focus on their practice with children. The qualified staff team demonstrates an enthusiasm and drive to provide quality care for children.

- Children ride around the garden on bikes and large wheeled toys. They confidently tell visitors that they love to race around the garden 'really fast! Like Sonic the hedgehog!' Staff provide large planks of wood, wooden reels and crates for children to stack and build. Children learn to climb and balance. This helps to develop children's physical skills.
- Leaders describe the challenges they have faced during the COVID-19 pandemic. They explain that they have worked hard to access specific help for children with special educational needs and/or disabilities. Leaders and staff share information with other professionals and schools where children attend. This helps to support a continued approach to children's learning.
- Staff build on children's previous learning. Babies and young children make marks in foam and flour. Staff smile and talk to children about what they can see. Older children show visitors how they can recognise and form letters corresponding to their name. This helps to promote children's early writing skills.
- Leaders have good recruitment and induction procedures in place. They complete suitability checks to ensure those working with children remain suitable. Due to a recent change in the leadership team, a new manager has been recruited. She requires more time to fully adapt to her role without the support of the senior leaders, who do not always work at the setting.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have implemented detailed policies and procedures. They ensure all staff keep their knowledge and practice up to date through regular training. Staff are vigilant and are aware of the possible indicators that a child may be at risk of harm. They are aware of whistleblowing procedures and the steps to follow in the event of an allegation against staff. Staff support children to develop a good awareness of how to keep themselves safe. Children learn about the importance of keeping themselves safe. For example, they talk about the importance of wearing sun cream when it is hot outside.

What does the setting need to do to improve?

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

- review how staff teach older children to develop their early reading skills and ensure the correct pronunciation and sounds of letters are used
- refine the already good induction procedures to help managers identify emerging gaps in practice.

Setting details

Unique reference number	EY413293
Local authority	Stockton-on-Tees
Inspection number	10107789
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 at time of inspection	0 to 10
Total number of places	59
Number of children on roll	79
Name of registered person	AAM & Sons Limited
Registered person unique reference number	RP903801
Telephone number	01642 606705
Date of previous inspection	14 May 2019

Information about this early years setting

Cheeky Monkees Day Nursery registered in 2010 and is located in Stockton-on-Tees. The nursery employs eight 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.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager discussed the curriculum and what it is that they want children to learn, during a learning walk with the inspector.
- The inspector reviewed documentation, including policies and procedures that help to ensure the safe and efficient running of the setting.
- Parents and children shared their views about what it is like to attend the setting.
- The inspector completed a joint observation with the manager.

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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