

Inspection of Cheeky Monkeys Childcare

Abbots Vale Community Centre, Abbots Vale, BARROW-IN-FURNESS, Cumbria LA13
9PA

Inspection date: 20 April 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

There are significant weaknesses in the safeguarding practices at the nursery. Leaders have failed to ensure that staff working with babies take the appropriate action to minimise any potential hazards. Additionally, at times, staff in the baby room are not deployed well enough, to ensure that the needs of babies are consistently met. This has a significant impact on the safety and well-being of children.

Leaders do not ensure that the intent for the curriculum is implemented consistently and securely across the nursery. On some occasions, babies do not benefit from a broad enough range of learning, including through high-quality interactions from staff. Despite this, babies do make sufficient progress and engage in some purposeful learning. For example, babies demonstrate their increasing physical skills when using the crawl and climb unit. They competently walk up steps, along platforms and down ramps and do so carefully. Support for younger and older children is strong. Younger children take a great deal of interest in the different vehicles that staff provide. They demonstrate their awareness of different occupations when pretending to fix the wheels on a car using a spanner. Older children enjoy time outdoors in the fresh air. They challenge themselves when attempting to ride on a balance bike and throw and catch balls with increasing precision.

Children form a secure bond with their key person. In response to the COVID-19 pandemic, parents no longer enter the nursery. Children adapt well to this and parents express that their children are 'always happy to attend the nursery'. Children understand what is expected of them. Younger children are keen to carry out more responsible tasks, such as carrying their bowls to the table safely at mealtimes. Older children readily give their friends a 'high five', to celebrate their good sharing.

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

- Leaders do not ensure that staff take the required action to keep children safe. For example, during play with water, babies have access to small parts, such as pom-poms and small bricks, that can easily be placed into their mouths. This poses a potential risk of choking and has a significant impact on babies' safety.
- Staff working in the baby room are not always deployed well enough. For example, at lunchtime, staff focus their efforts on completing tasks, such as wiping the tables, preparing the lunch and changing nappies, within other areas of the room. This means that there are no staff left available to closely supervise or interact with babies. Consequently, babies are left to wander around the room aimlessly and this results in some accidents occurring. This compromises babies'

safety and does not ensure that their needs are continually met.

- Teaching is variable. Occasionally, staff working with babies do not provide a broad enough range of learning experiences to fully engage their interests. Also, at times, babies do not benefit from meaningful interactions from staff. For instance, when babies express a desire to connect pieces of track together to create a train track, staff do not intervene to support them. This results in babies losing interest and does not support them to make as much progress as they could. In contrast, teaching practice in other areas of the nursery is strong. Older children use their imagination to create a 'dragon' using different coloured blocks. Younger children respond to requests from staff and attempt to draw their favourite animals.
- Staff work together with parents and other professionals to identify and target support for children with special educational needs and/or disabilities. The additional small group sessions in the sensory room are supporting children to maintain concentration and build positive relationships with others. Additional funding is used well to close any gaps in children's learning.
- Overall, staff support children's communication and language skills well. Staff engage babies in familiar songs and rhymes that they know they enjoy. They model words accurately for younger children to hear and say, to build on the breadth of their vocabulary. However, children who speak English as an additional language do not hear enough words and phrases in their home languages. This does not support them to extend their early language skills fully.
- Staff apply their learning from training and take swift action to tackle any challenging behaviour. For example, staff gently intervene to resolve any conflicts that arise during play. They encourage children to use their 'kind hands' when engaging in play with others. The use of the new 'emotions table' is beginning to have a positive impact on children's ability to manage their emotions and recognise the impact that their actions have on others.
- Partnerships with parents are strong. Staff make time to speak with parents each day. They share information about children's care, learning and progress. Staff invite parents to take part in joint activities, such as visits to the beach, to enhance children's knowledge of the world around them.
- Leaders ensure that staff receive regular appraisals. Due, in part, to the pandemic, there has been some changes to staffing across the nursery. In response to this, leaders are engaging staff in regular activity days, to help to encourage team building. They are beginning to provide more tailored support to staff in the baby room, to raise the quality of their teaching practice further.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's safety and well-being are not assured. Leaders do not ensure that risks to babies are suitably minimised. They do not deploy staff well enough to meet the needs of all children attending. However, leaders do recruit staff safely. They ensure that staff complete a broad range of training, including that relating to safeguarding. Staff have a firm

knowledge of the indicators of abuse. They are aware of the procedures to follow to protect children's welfare, including where they have concerns about a colleague. All staff hold a paediatric first-aid qualification. They understand the procedures to follow in the event of an accident or an emergency.

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 prompt and effective action to identify and minimise any potential risks to babies, particularly with regard to the use of toys and resources that pose a risk of choking	04/05/2022
ensure that staff are deployed effectively to meet the care and learning needs of babies at all times, specifically during key routines, such as lunchtime	04/05/2022
ensure that all staff working with babies understand the curriculum intent and implement this effectively, to enable babies to make consistently good progress in their learning and development.	18/05/2022

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

- use a wider range of words and phrases in children's home languages during play and support children who speak English as an additional language to build on their early language skills further at home.

Setting details

Unique reference number	EY404548
Local authority	Cumbria
Inspection number	10237188
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 4
Total number of places	52
Number of children on roll	72
Name of registered person	Cheeky Monkeys Childcare Limited
Registered person unique reference number	RP902238
Telephone number	01229827722
Date of previous inspection	27 October 2017

Information about this early years setting

Cheeky Monkeys Childcare registered in 2010. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at levels 2, 3 and 4. The nursery is open Monday to Friday, from 7.30am until 5.30pm, all year round, with the exception of bank holidays and one week over the Christmas period. The nursery provides out of school provision for older children during some school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Bowe

Inspection activities

- This was the first routine inspection that the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager led the inspector on a learning walk to show how the nursery is organised and to share information about the intent for the early years curriculum.
- The inspector held discussions with the manager, the staff and children at appropriate times during the inspection. She held a short meeting with the provider and manager to discuss aspects of leadership and management.
- The inspector and the manager jointly evaluated an activity in the toddler room.
- A sample of documents were viewed by the inspector. These included, evidence of the suitability of staff, a record of staff qualifications and training and some health and safety documents.
- The inspector took account of the written reviews from parents.

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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