

# Inspection of Cheeky Monkeys Day Nursery

23 Spring Road, Edgbaston, Birmingham, West Midlands B15 2HA

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Inspection date: 24 August 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is outstanding**

Children arrive with huge smiles and greet their friends with enthusiasm. They develop excellent bonds with the kind, affectionate staff. Children demonstrate an immensely strong sense of belonging and take charge of their learning. They are active, busy learners, who are eager to take part in the wide range of inspiring activities and experiences that engage them and ignite their curiosity.

Children demonstrate excellent independence and an exceptional can-do attitude. Babies are adept at cleaning their teeth after lunch and two-year-old children take responsibility for their own belongings. Older children prepare their own snack when they feel hungry. They know to wash the fruit first and they use knives with care and precision. Children's behaviour is impeccable. They are exceedingly thoughtful. For example, a child asks another 'Would you like to go first?' as they queue to go out to play.

Children develop impressive language and literacy skills. Younger children learn familiar nursery rhymes. Older children are articulate and can recognise letters, and write their names. Children benefit from excellent opportunities to engage in physical activities, indoors and outdoors. All children make rapid progress from their starting points and develop exceptional attitudes towards their learning. They are ready to start school with an abundance of knowledge, life skills and a thirst for learning.

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

- The manager has devised a rich, well-sequenced curriculum that she has linked to the precise learning needs and interests of the children attending. She meticulously monitors children's progress from the outset. She has identified that the COVID-19 pandemic has affected some children, in respect of their confidence and speech, and has put highly successful targeted support in place.
- The manager and her dedicated team strive for excellence in every aspect of the service they provide. Staff enthuse about the excellent supervision and training they receive and say this helps them to continually enhance the quality of their teaching and children's learning.
- Parents comment they have excellent relationships with staff and how the staff know their children remarkably well. Parents talk about the positive impact the staff have had on their children, such as their increased confidence, language development and toilet training.
- Dedicated staff provide all children with the absolute best start in life. They demonstrate a superior understanding of how children learn and provide extremely high-quality teaching throughout the nursery. Meticulous assessments of children's learning are undertaken by the staff, and used to provide

challenging next steps in children's learning. Staff see every moment as a potential learning opportunity so not a minute of learning time is missed.

- Children with special education needs and/or disabilities are exceptionally well-supported. The designated special educational needs coordinator works diligently with parents and other agencies. This ensures that children's needs are meticulously planned for and they receive the support they need. Staff ensure activities are inclusive.
- Staff give the utmost priority to ensure children's emotional well-being. Staff consistently acknowledge children's efforts and achievements and acts of kindness. Staff value and listen to children's views. Consequently, children demonstrate high levels of self-esteem, excellent social skills and their behaviour is exemplary.
- Mathematics is a strong focus. Staff support children's mathematical development at every opportunity. Consequently, children count extremely confidently in sequence from one to ten. They start to recognise that smaller numbers make up larger ones as they solve simple addition and subtraction problems as they play.
- Staff support children's communication and literacy exceptionally well. They encourage babies' babbles and help toddlers to build their sentences. Older children ask questions and expertly share their ideas and opinions. Staff provide extensive opportunities for children to develop their small muscles in readiness for future writing. For example, they provide resources, such as chalks, pens, paint, brushes and dough, indoors and outdoors.
- Children's have an excellent understanding of the natural world. They learn how to care for the nursery's pet guinea pigs. Children excitedly show visitors the potatoes they have grown. They talk animatedly about the family of foxes that live at the back of the garden.
- Staff recognise the diverse cultural backgrounds of the children who attend. They provide a variety of exciting activities to help children learn about people and families beyond their own experiences.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of safeguarding. They know the possible signs that may indicate a child is at risk of harm. They know what action to take in the event of an allegation against a member of staff. The manager has robust recruitment procedures to help to ensure all staff are suitable to work with children. Staff deploy themselves extremely well to ensure all children's needs are met. Staff record and analyse all accidents. Children have an excellent understanding of how to keep themselves safe. Children actively contribute towards the daily safety checks of the premises. They demonstrate their knowledge as they inform staff of a possible 'hazard' in the garden.

## Setting details

<b>Unique reference number</b>	227180
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10116256
<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>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Cheeky Monkeys Day Nursery Limited
<b>Registered person unique reference number</b>	RP527781
<b>Telephone number</b>	0121 446 4044
<b>Date of previous inspection</b>	15 April 2013

## Information about this early years setting

Cheeky Monkeys Day Nursery registered in 2000. The nursery employs 15 members of childcare staff. Of these, 12 hold early years qualifications at level 3 to level 6. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Laycock

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and assistant manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery. The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager, assistant manager, special educational needs coordinator and staff throughout the inspection. She looked at relevant documentation, including qualifications, and viewed evidence of the suitability of those working with children.

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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