

Inspection of Cheeky Monkeys Childcare

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

Inspection date: 6 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Relationships between staff and children are positive. On arrival, children continue to separate easily from parents at the entrance door. Younger children enjoy using two-way communication devices to talk to older siblings in other rooms throughout their day. Children are happy and settled. They behave well and enjoy their time at this calm and inviting nursery. During action songs, children, including those with additional needs, listen to instructions and follow these accurately. They actively celebrate each other's achievements through gestures such as clapping. Leaders recognise that children have become much less familiar with aspects such as road safety since the pandemic. They are taking time to teach children about the steps that they need to take to keep themselves safe when out and about.

Leaders and staff create an ambitious curriculum that focuses on what children know and enjoy. Babies explore their appealing surroundings freely and confidently. They vocalise and babble continuously during play. Younger children are imaginative. They use resources such as a book and two bowls to create their very own 'hamburger'. Older children recall events such as finding a spider, and use mathematical language to describe the special features. They work together with others to recreate a 'rescue mission' during pretend play. Children attending the holiday club extend on their early writing skills from school when sketching 'a snail with an alien headband'.

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

- Leaders show a sheer determination and drive to improve. Safety practices at the nursery have been greatly enhanced since the last inspection. Leaders deploy staff most successfully, including at busier times, such as lunchtime. They take prompt and effective action to minimise any potential risks during play. This ensures that children's care, learning and welfare needs are consistently met.
- The well-qualified staff spend quality time engaging with children to find out about what they know and enjoy. They use this information to extend on children's current skills, to help them to make consistently good progress. Staff encourage babies to explore the sounds that musical instruments make, to build on their desire to express themselves through physical actions and sounds.
- Overall, staff support children's early language development well. For example, when finding insects outdoors, staff use a translation tool to link words in English to children's home languages. However, at times, staff use informal language, such as 'hiya' and 'toothy pegs', when chatting to babies. Additionally, younger children are not continually encouraged to remove comfort items when talking. This does not aid children's early pronunciation skills most successfully.
- The friendly staff speak to children in a gentle and sensitive manner. They prepare children well for any changes to their routine. For example, staff use

specific sounds to gain children's full attention and talk through how many minutes are left until tidy up time. Children play cooperatively with their friends. They know to use their 'kind hands, listening ears and walking feet' at nursery.

- Partnerships with parents are good. Staff bring children and families together to engage in events such as sports day. They keep parents informed about their children's progress. Specialised home learning bags are helping to build on children's early reading, self-care and physical skills at home.
- Staff ensure that children, including those with special educational needs and/or disabilities, receive the early help and support that they need. Additional funding is used well to close any gaps in children's learning. For example, the new bubble machine and sensory lights are helping to stimulate children's senses and building on their ability to maintain focus for longer periods.
- Leaders invest in staff through highly focused professional development. They ensure that staff undergo regular supervision sessions to monitor their ongoing performance. However, the targets set do not clearly identify what it is that individual staff need to do, to enhance their good teaching practice further.
- Staff take children to places of interest, such as the library to select books to bring back to the nursery. They invite professionals into the nursery to teach children about different occupations. Children enjoy hearing about the role of a registered nurse. They practise helpful life skills, such as performing basic first-aid procedures. This contributes towards children's growing awareness of how to keep themselves and others safe.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff complete a broad range of safeguarding training. They test out staff's knowledge regularly using a purposeful quiz. All staff have a good knowledge of the indicators of abuse. They understand the procedures that they need to take in the event of a child protection concern. Children's safety is highly prioritised. For example, staff carry out intense tests on all toys and resources, to prevent any risk of choking. Leaders and staff are responsive to children's needs. They source highly relevant training, such as that relating to administering more complex medication, to meet the care and welfare needs of every child.

What does the setting need to do to improve?

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

- support all staff to build fully on babies' and younger children's developing pronunciation skills, to assist their early language development most successfully
- strengthen the current performance management systems and identify individual and precise targets for staff that focus intently on raising their good teaching practice further.

Setting details

Unique reference number	EY404548
Local authority	Cumbria
Inspection number	10242546
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	52
Number of children on roll	61
Name of registered person	Cheeky Monkeys Childcare Limited
Registered person unique reference number	RP902238
Telephone number	01229827722
Date of previous inspection	20 April 2022

Information about this early years setting

Cheeky Monkeys Childcare registered in 2010 and is situated in Abbots Vale, Cumbria. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 2, 3, 4 and 6. 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. It 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

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- 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.
- An activity that took place in the toddler room was jointly evaluated by the inspector and the manager.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a separate meeting with the provider and the manager to discuss aspects of leadership and management.
- A sample of documents were viewed by the inspector, including evidence of the suitability of staff and a record of staff qualifications and training.
- The inspector spoke to a small number of parents and took account of their views.

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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