

Inspection of Cheeky Monkeys Two

6 Linden Road, Bedford, Bedfordshire MK40 2DA

Inspection date: 10 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The manager and her staff team have created a warm, welcoming and secure environment. Children enter happily and they have close relationships with their key worker. These relationships help children to feel safe and secure. Staff plan the curriculum around children's interests and use seasonal events to extend children's learning. For example, a child has shared an interest in the Royal Air Force and staff use this to extend their learning about Remembrance Day.

Children behave very well. They learn to listen to and follow instructions accurately from a young age. Children of all ages understand the nursery routines and enjoy the familiar experiences. Staff are attentive and warm in their interactions. They encourage and use meaningful praise with children, which helps to boost their emotional well-being and confidence. Children are encouraged to develop independence and self-care skills from a young age. For example, children learn to wash their hands before they eat and they learn to put on their own wellington boots.

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

- Staff give children many opportunities to be physically active outdoors. Each child has an all-weather suit, ensuring that they can learn outside in any weather. This helps children to gain an understanding of the natural world and develop healthy lifestyle choices outdoors in the fresh air. Toddlers demonstrate high levels of engagement as they use paintbrushes to make marks on sheets of plastic wrap. This helps to develop their fine motor skills.
- Children benefit from group times, where they listen and have opportunities to learn new concepts. For example, younger children explore how sound can be changed as they play musical instruments. They listen attentively and learn to respond to instructions given by staff. However, at times, some children lose concentration during group times, or do not actively join in, meaning they do not learn as effectively as possible.
- Staff work closely with parents to ensure that care routines at home are mirrored at nursery. Before children join the nursery, staff gather information about children's home routine and use this to write an individual care plan for each child. Staff are genuinely interested in each individual child and value 'home boxes' shared by families. The boxes include a selection of items that are special to the child. This helps children to feel that they are unique and celebrates similarities and differences in a positive way.
- Staff encourage children to lead healthy lifestyles. They have daily outdoor sessions and are encouraged to eat healthily. Children take part in regular yoga sessions. Staff have attended training to lead an initiative to support children to look after their teeth and learn oral hygiene. This helps children to develop good

habits from a young age.

- Partnership with parents is strong. Parents comment that their children are happy to attend the nursery and that staff have close relationships with their child. They also feel that communication is good, and they work together on their child's next step for learning.
- Children with special educational needs and/or disabilities are well supported. Staff identify children who may need support and write individual targets that are appropriate for the child. These tailored, achievable targets help to ensure that all children make progress. Staff work closely with outside agencies and implement strategies suggested by professionals.
- Children who speak English as an additional language are well supported. Some staff have learned key phrases in the child's home language to help support their emotional well-being as they learn to communicate.
- Diversity is celebrated at this nursery. Staff value each child as an individual and teach them about festivals and celebrations, modelling differences in people. This helps children to develop respect towards those who may be different from themselves and prepares children for life in modern Britain.
- Physical skills are well developed in the nursery. Children develop their gross motor skills and coordination, such as by crawling through a tunnel and pushing themselves along on ride-on toys. They develop their fine motor skills as they thread ribbon over and under a hoop.
- Staff value communication and language and have implemented strategies to strengthen this across the nursery. They plan small-group times and model vocabulary effectively. However, at times, staff do not give children the opportunity to join in with this vocabulary and, occasionally, children are not given adequate time to respond.

Safeguarding

The arrangements for safeguarding are effective.

Staff can identify signs and symptoms that may indicate that a child is at risk of harm. Staff understand their responsibility to protect children. They know what to do if they have concerns about the welfare of a child or about the conduct of a member of staff. Staff complete risk assessments to ensure that all areas are safe for children to use. They complete regular fire drills.

What does the setting need to do to improve?

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

- improve the organisation of planned group activities to ensure that all children fully engage in and benefit from them
- support staff to raise the quality of their interactions with children so that they extend children's communication and language skills even further.

Setting details

Unique reference number	EY381322
Local authority	Bedford
Inspection number	10235246
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	51
Number of children on roll	63
Name of registered person	Moliterno, Deborah
Registered person unique reference number	RP512529
Telephone number	01234 216147
Date of previous inspection	17 January 2017

Information about this early years setting

Cheeky Monkeys Two registered in 2008. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Barton

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 nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed activities inside and outside and discussed the impact of these on children's learning.
- The manager provided the inspector with key documentation when requested.

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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