

Inspection of Cheeky Chimps

C/o Ashcott Primary School, Ridgeway, Ashcott, Bridgwater, Somerset TA7 9PP

Inspection date: 17 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children receive good support to settle quickly on arrival and are happy. They are becoming increasingly independent. For example, at snack time, they make choices about what they want to eat, cut up fruit, pour their own drinks and persevere with buttering their bread. It is a social time, with children happily chatting to each other. Children learn to cooperate and take turns during daily routines and activities. For example, they queue for their snack, share resources and understand the rules of playing hide and seek.

There is an ambitious curriculum in place, although children do not always receive high-quality learning opportunities that would help them make the best possible progress. Children have daily opportunities to be active and play outdoors, developing their physical skills well. For example, they engage in a planned activity to support their confidence and muscle strength using a small ladder under supervision. Children take care of their personal hygiene and enjoy healthy snacks.

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

- The manager has worked with staff to develop the curriculum. She knows what she wants the children to be learning and why staff plan the activities that they do. The special educational needs coordinator attends training and seeks support from outside professionals. She identifies where children need early help and makes appropriate referrals, so children get the extra support they need. However, the leadership team does not monitor the day-to-day quality of teaching effectively enough. Staff do not always implement the curriculum as successfully as they could, especially for the younger children.
- Staff interact well with children during some planned activities. They notice what interests the children and help them to develop these further. When children show an interest in cutting while learning about shapes, staff demonstrate how to hold scissors and give children plenty of time to practise their new skills. However, staff do not always notice when younger children are not engaging. Some children spend a lot of time watching others or wandering around. This means they do not have the same experiences to help build their knowledge, particularly in their prime areas of development.
- The manager provides good support for her staff's well-being and professional development opportunities. Recent training has had a positive impact on supporting children with special educational needs and/or disabilities (SEND). Parents comment that staff share good information on their children's development and care and are supportive. For example, they work together over potty training, managing behaviour and supporting children with SEND. The staff provide parents with important information on how to prepare their children for school.

- Children eagerly choose what they want to play with. When they have finished, they walk away leaving resources on the floor. Other children stand, kick and slip on the toys. Children cannot find toys they want and have less space to play so they lose interest and walk away. Staff are not helping children understand how to care for and keep their play spaces safe.
- Sometimes, staff give conflicting messages to children about how to play safely. For example, staff tell children to keep wheeled toys off the uneven area outdoors when a child has an accident. However, when some children return to the area, other staff help them to ride there, giving children inconsistent messages.
- The manager involves staff, parents and the school's Reception teacher in evaluating their provision and uses their feedback to make continuous improvements. For example, they now provide parents with more photos of children engaging in adult-led activities. They have introduced children 'paying' for their snack to extend their mathematical development and provide group work on learning phonics ready for school.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff keep their knowledge of safeguarding up to date. They attend training and discuss wider aspects of child protection and any concerns at team meetings and individual supervision sessions. Staff know possible signs of abuse and the procedures to follow if they consider a child may be at risk of harm. Staff know who to report to outside of the organisation should they have concerns about a colleague. They carry out daily risk assessments to check the premises are safe and secure, and they follow good procedures when visitors arrive. The manager understands how to deal with significant incidents.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff interact with young children in ways that build on what they know and can do, particularly in their prime areas of development.	31/05/2023

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

- ensure staff are consistent in helping children to understand their expectations

and know what they need to do to keep safe

- improve the way staff support children to understand how to care for their play spaces and manage appropriate risks.

Setting details

Unique reference number	EY272462
Local authority	Somerset
Inspection number	10276466
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	25
Number of children on roll	39
Name of registered person	Cheeky Chimps at Ashcott Committee
Registered person unique reference number	RP910414
Telephone number	01458 210026
Date of previous inspection	18 July 2017

Information about this early years setting

Cheeky Chimps registered in 2003. It is committee run and operates from purpose-built premises on the grounds of Ashcott Primary School, in the village of Ashcott, Somerset. The pre-school is open Monday to Friday, from 8.45am to 2.45pm, during term time only. They operate a breakfast and after-school club from 7.45am to 8.40am and from 3.10pm to 5.30pm. The pre-school receives funding to provide free early education for children aged two, three and four years. There are seven members of staff working with the children. Of these, two hold qualified teacher status. One member of staff holds an appropriate early years qualification at level 6 and one at level 5. Two staff hold qualifications at level 3 and one member of staff is unqualified.

Information about this inspection

Inspector

Elaine Douglas

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 spoke to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to the staff, parents and children during the inspection and took account of their views.
- The manager and inspector carried out a joint observation on a small group activity and discussed the quality of teaching and learning.
- The inspector observed the quality of education in all areas and assessed the impact this was having on children's learning.
- The manager and inspector held a leadership and management meeting and the inspector checked relevant documentation to demonstrate the suitability of staff.

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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