

Inspection of Cheeky Monkey Childrens Day Nursery

140 Aberford Road, Leeds, West Yorkshire LS26 8LG

Inspection date: 27 June 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy and relaxed in this nurturing environment. They excitedly arrive and leave their parents with ease as they are warmly welcomed into the setting. Staff support children to settle quickly to a chosen activity. Children are inquisitive and eager learners, and make good progress.

Children develop close bonds with their key person and other staff. As a result, children feel safe and emotionally secure. Staff genuinely care about children and swiftly attend to their individual needs. For example, they offer babies loving cuddles and gentle words of reassurance if they feel upset or tired. Children are well behaved, kind and respectful to each other and staff. Staff help them to learn to share and take turns from a young age. For example, staff support toddlers to take turns threading pipe cleaners into cardboard boxes. Children receive lots of praise and encouragement from staff, which helps to raise their self-esteem.

Staff support children's independence well. They invite older children to help to set the table and undertake risk assessments outside. This gives children the responsibility to carry out a task, which helps them to feel valued and included. Furthermore, children understand the importance of health and hygiene. They develop good self-care skills, such as through handwashing before mealtimes.

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

- Staff have high expectations for all children and know their key children extremely well. The support for children with special educational needs and/or disabilities (SEND) is a strength of the setting. Staff swiftly identify children who need additional support. They work closely with families and other professionals to create and implement individual learning plans. This helps children to move forward in their learning and benefit from continuity in their care and development.
- Children learn about a range of cultural festivals and support charities to help to develop their awareness of the diverse world that they live in. For example, children fundraise for a guide dog charity.
- Children are keen to take part in the wide range of interesting learning experiences. For example, they focus extremely well during a Romanian lesson, and join in confidently. Children learn to count in Romanian and take turns to name animals in Romanian and in English.
- Children have lots of opportunities to develop their physical skills. They enjoy playing outside in the garden and get plenty of fresh air. Children practise their balance and coordination, such as they carefully manoeuvre across a balance challenge that they worked together to create. Children learn resilience and to try again. Staff supervise them well and support them to manage risks safely.

- Staff help children to develop a love of books from an early age. Babies snuggle up to staff and explore sensory books together. Staff introduce new words, such as 'fluffy' and 'soft', which helps to develop children's emerging vocabulary.
- Parents speak highly of all aspects of care and education which staff provide for their children. They comment that staff 'go above and beyond' what is expected when supporting their children. Parents say that staff understand what is important and unique to their children and are, therefore, effective in meeting their needs.
- Staff have an in-depth knowledge of each child's needs. They use careful assessment and planning to deliver fun and engaging activities. Staff are particularly effective at supporting children with SEND. For example, they deliver one-to-one sessions to focus on communication and social interactions. However, staff focus less well on the needs of children as a group. This means that they are not always clear about what they want children to learn during group activities.
- Managers meet regularly to review all aspects of the setting. They carry out detailed audits of daily practices and procedures. This helps to ensure that the setting runs effectively. Managers have a vision to make ongoing improvements through evaluating the setting accurately. They coach less-experienced staff well. This helps to ensure that newly appointed or less-qualified staff gain the knowledge and skills they need over time.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of child protection issues and their roles and responsibilities in safeguarding all children. They know what signs and symptoms to look out for that might suggest a child is at risk. Staff are clear about the importance of making prompt referrals should they have any concerns about a child. They understand how to deal with allegations made against staff. The manager completes secure checks to ensure that staff are suitable. Children learn the importance of safety outside as staff support them to look for broken toys and wet equipment.

What does the setting need to do to improve?

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

- strengthen staff's understanding of the intent of planned group activities, so that their teaching is consistently focused on what they want children to learn.

Setting details

Unique reference number	EY419382
Local authority	Leeds
Inspection number	10295437
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	4 to 4
Total number of places	96
Number of children on roll	112
Name of registered person	Meades & Wiggan Childcare Ltd
Registered person unique reference number	RP905336
Telephone number	01132 887796
Date of previous inspection	13 December 2017

Information about this early years setting

Cheeky Monkey Childrens Day Nursery registered in 2010 and is located in the Woodlesford area of Leeds. The setting employs 25 members of staff, of whom 17 hold appropriate early years qualifications at level 3 and above, including one with level 6. The setting opens all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6.30pm, Monday to Friday. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

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 her evaluation of the setting.
- The manager took the inspector on a learning walk around the setting to share what staff provide and how this supports children in their learning and development.
- The quality of education during activities indoors and outdoors was observed, and the inspector assessed the impact on children's learning.
- The inspector spoke with managers, staff, parents and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of 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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