

Inspection of K8Z Cheeky Monkeyz

Total Fitness Ltd, Northern Perimeter Road, BOOTLE, Merseyside L30 7PT

Inspection date: 7 September 2023

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

Children behave well. They enter the nursery happily and engage well in learning. Staff purposefully lead games, which enables children to practise sharing and taking turns, such as with rolling balls to knock down wooden blocks. Each child has a member of staff who checks what they know, understand and can do regularly. They use this information well to decide what children need to learn next. Children, including children with special educational needs and/or disabilities and children in receipt of additional funding, make good progress.

Staff are aware of the benefits of fresh air, natural light and exercise on children's health and emotional well-being. They take babies outdoors twice a day, sometimes for walks in the local area. Children experience nature and learn about the local community. For example, in the park, they look at birds and collect leaves. They use the self-service till at the supermarket, which supports their understanding of technology. On their return, they talk about healthy eating while cutting the apples and peppers that they have bought. Staff talk to babies and sing rhymes during routines, such as nappy changing, which helps to develop babies' early stages of speech. Staff skilfully introduce new words to increase children's vocabulary as they play. Older children confidently start conversations, for example, a child talks animatedly about a frog they found in the garden yesterday. She suggests where the frog may be hiding today. Children enjoy singing and using sign language with a visiting playworker who specialises in music, which helps to support their language development.

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

- The provider is beginning to make greater use of the range of complementary experience and knowledge in the management team to build on staff's good practice. For instance, a practice manager is observing staff's practice and providing feedback to support their improvement. However, monitoring arrangements are not sufficient to identify training completed by staff. Aspects of some staff's knowledge, for example, in safeguarding, is at a basic level.
- Staff obtain updated information about children's abilities and interests from parents when children have been off for extended breaks. They exchange information when a key person changes or a child moves up to the next room. However, for some children, these transition processes are not followed swiftly enough to continue children's learning journey.
- A range of daily experiences help to develop children's independence and self-care skills. Children change in and out of their indoor shoes and wipe their noses at the tissue station. They collect their lunch from a serving table and carry it carefully to their table.
- Children look closely at themselves in mirrors and talk about what makes them

unique. A range of books and planned activities linked to calendar events enable children to learn about their own culture and the culture of others.

- On arrival, children find their name card and post it in a box. They look at books independently and listen to stories read well by staff. They borrow books to share with their parents so that they can support their child's love of reading at home. Daily access to a range of mark-making resources, including chunky chalks, crayons and paint, enable children to practise and develop good early writing skills.
- Children's physical development is promoted well. Staff thoughtfully provide toddlers with indoor space where they can ride wheeled vehicles without disturbing other children. Older children walk with increasing balance on crates over a wooden bridge and climb up steps on the slide. Children know to drink water in warm weather and after being physically active to stay hydrated. Additional experiences, such as swimming in the on-site pool, also supports their physical development.
- Children develop good mathematical language and skills. They play counting and matching games. For instance, they count spots on pictures of ladybirds and find the corresponding number. Two-year-old children sort a range of small items, including feathers and chenille sticks, into groups according to colour.
- Children build up their social and communication skills while engaging in a range of imaginative play. Indoors, they play imaginatively in role-play areas, including those set up as a home and a hair salon. Outdoors, children excitedly pretend to be aliens using their own imagination.

Safeguarding

The arrangements for safeguarding are effective.

There are suitable safeguarding procedures for staff to follow, which identify appropriate steps to take when concerned about a child's welfare. However, recently, the safeguarding procedure was not followed in the correct order or in line with local safeguarding guidance and procedures. Since then, most staff have completed refresher training. However, weaknesses in monitoring mean that some staff have not completed the refresher training. While staff understand how to identify and report concerns about children's welfare, some staff have a basic knowledge of safeguarding. Baby room staff are trained in safer sleep practice. Babies sleep on appropriate mats or in cots with individual bedding. They are monitored closely as they sleep. Staff follow clear procedures to protect children's information and ensure the safe use of technology.

What does the setting need to do to improve?

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

- embed the improved arrangements to monitor staff's practice and support their

professional development, in particular, ensure that staff have an up-to-date knowledge of safeguarding issues

- exchange information with parents and staff consistently and swiftly when children change key persons so that all adults can help children to continue their learning journey without delays.

Setting details

Unique reference number	EY459369
Local authority	Sefton
Inspection number	10304508
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	80
Number of children on roll	41
Name of registered person	K8Z Cheeky Monkeyz Limited
Registered person unique reference number	RP535268
Telephone number	0151 527 3625
Date of previous inspection	3 May 2018

Information about this early years setting

K8Z Cheeky Monkeyz registered in 2013. The nursery employs 16 members of childcare staff. Of these, three hold an appropriate early years qualification at level 2, nine at level 3, one at level 4 and two at level 6, of whom, one has qualified teacher status. The nursery opens Monday to Friday from 7am to 6pm, all year. The nursery is in receipt of funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Naylor

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 and the inspector completed a learning walk together.
- A joint observation was carried out by the inspector and one of the management team.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at a sample of the nursery's documents, including evidence about staff suitability and training.

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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