

# Inspection of Cheeky Monkeys

28 Otford Crescent, Brockley, LONDON SE4 1RD

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Inspection date: 19 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happy and feel safe. They separate from their parents with ease, settle quickly and confidently explore their learning environment. They demonstrate good behaviour and understand the expectations staff have of them. They mirror staff's positive interactions and communicate respectfully with their peers.

Children maintain attention for long periods. For example, during the snail feeding activity, children work well together, taking turns, sharing and answering questions posed to them by staff.

Staff provide opportunities for children to develop and build well on their vocabulary. Children listen attentively to stories and answer questions staff ask. They have plenty of opportunities to explore books that they enjoy. Children use different construction resources and explore different shapes and space. In the mud kitchen, children use different utensils and pouring equipment to pour water into different containers, using language related to capacity, such as full, half full and empty.

Managers and staff work well together. They have high expectations of all children's behaviour and learning, including children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language.

Staff plan activities to support and develop children's understanding of different cultures, beliefs and celebrations. This helps children learn to value their own individual identity and respect the similarities and differences of others.

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

- Staff have created a culture of teaching children about giving back to the society. They plan opportunities for children and parents to participate in charity events and raise funds and food for those in need. They are currently collecting different items for the harvest donation. This supports children to develop empathy and compassion towards others.
- Staff support children to develop positive attitudes to learning. They model good behaviour and conduct and remind children to be gentle and kind. Staff provide opportunities for children to learn a range of strategies to manage different emotions. This helps with their self-regulation and to manage their feelings and behaviour well.
- Leaders support staff to develop their practice by offering opportunities to attend different training sessions. For example, managers provide training on what they want children to learn, know, understand and secure across all areas of the

curriculum in the different rooms. The coaching and mentoring sessions that leaders provide supports staff to better understand how to plan a curriculum that drives forward improvement and supports their key children achieve positive outcomes.

- Leaders and staff possess good knowledge of the different areas of children's learning. They know their key children well and they confidently assess the children to determine what they need to learn next. This helps them plan suitable activities to ensure children have opportunities to practise and embed new skills and learn new knowledge. Staff also share strategies with parents to support children make good progress and secure their learning across the different areas of learning well. However, at times staff do not take all opportunities for children to take risks and be challenged across different areas of the curriculum.
- Leaders and staff have established strong bonds with parents. Parents feel well supported and informed about their child's learning and development.
- Children benefit from accessing a range of planned activities and adult interactions which encourage them to apply different mathematical concepts, such as completing puzzles, counting objects, matching the number of objects to different numbers, counting the steps outside and playing shape sorting games.
- Staff teach children the importance of brushing teeth and encourage discussions about the importance of maintaining good oral hygiene. For example, children confidently share the significance of brushing teeth regularly, such as 'I brush my teeth because it is good for me.' Children are also encouraged to discuss the different foods and drinks which are healthy for them and the importance of staying active to maintain a healthy lifestyle.
- The provision for children with SEND is well supported by the passionate special educational needs coordinator (SENCo), who works in partnership with parents, staff and external professionals. Adequate training and support is provided to staff to effectively support children with SEND to meet their targets, which are also shared with parents.

## Safeguarding

The arrangements for safeguarding are effective.

Staff closely monitor and supervise children well. They have all completed mandatory safeguarding training and understand the importance of reporting concerns they may have regarding a child's well-being, to the safeguarding leaders. They are committed to providing a safe and secure environment for children to learn in. They carry out daily risk assessments of the different areas in which children learn and play and the resources they access to check they are suitable for children. The provision is safe and clean. All staff are aware of children's specific allergies, dietary requirements and medical needs and manage them well. Staff possess good knowledge of child protection issues and safeguarding. They understand the different signs of abuse to identify if a child is at risk of harm.

## What does the setting need to do to improve?

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

- maximise opportunities for children to take appropriate risks and challenges to enhance their resilience and independence further.

## Setting details

<b>Unique reference number</b>	EY471878
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10305260
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	43
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Raif, Mukattez
<b>Registered person unique reference number</b>	RP905615
<b>Telephone number</b>	02030924524
<b>Date of previous inspection</b>	15 February 2018

## Information about this early years setting

Cheeky Monkeys registered in 2013. It opens from 8am to 6pm, Monday to Thursday, and from 8am to 5.30pm on Friday, for 48 weeks of the year. There are 13 members of staff who work with the children. Of these, 11 hold relevant childcare qualifications, nine of whom hold qualifications at level 3 or above. The nursery is in receipt of funding to provide early education for children aged three and four years old.

## Information about this inspection

### Inspector

Honufa Begum

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told the inspector about what they want children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager carried out a joint observations with the inspector.
- Staff and managers shared their views with the inspector.
- The inspector sought views from parents about their children's time at the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first aid and Disclosure and Barring Service checks.

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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