

# Inspection of Cheeky Monkeys Preschool

Coalville Adult School, Bridge Road, Coalville LE67 3PW

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Inspection date: 14 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children happily arrive at the pre-school and are warmly welcomed by caring staff. They confidently separate from their parents, demonstrating that they feel safe and secure in the environment. Children are excited to explore the variety of resources set out for them by staff. Staff nurture and respond to children's needs, boosting their self-esteem and sense of belonging. Children are confident in leading their own play. They cooperate in the home corner and make play dough ice cream for each other. Staff support children well as they share resources, such as pine cones, shells and brushes, as they paint in the heavy-duty plastic tray. Children form strong bonds with each other during play.

Staff invite children to make their own play dough, and the children eagerly rush over to join in. Staff check children's knowledge of previous learning by asking what they need to make play dough. The children respond, saying, 'Flour, water and colours.' Staff support children's early mathematical skills by counting the scoops of flour and comparing quantities, saying, for example, 'more' or 'less'. Children develop their hand strength as they manipulate the play dough into different shapes, contributing to their physical development. While playing with children, staff introduce words such as 'Jurassic' and 'lava flow', which supports children's increasing vocabulary.

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

- The manager and staff have a well-planned curriculum. They build on what children already know and can do, and they follow their interests. This encourages children to explore and keeps them engaged. Staff plan a well-organised and rich variety of activities.
- Staff offer fun and active experiences in the outdoor space, in which children engage well. They benefit from fresh air, which helps to support their well-being and physical development. Staff organise activities to minimise distractions to enable children to develop their listening skills. Children listen well and follow instructions from staff to run in different directions, jumping and moving like frogs and monkeys. This supports the development of children's gross motor and coordination skills.
- Staff give children many opportunities to develop their small muscles and movements in their fingers, hands and wrists. They use real tools to put screws into butternut squash. They use hammers to hit nails into the flesh. Staff teach children words such as twist and tap. They praise children for their accomplishments, which helps to boost their confidence. However, occasionally, some staff do not extend learning, which means children do not always make the best progress. For example, when children notice seeds in the squash, staff do not support children to expand on their knowledge of what seeds are.

- Children gain a love of familiar stories and enjoy acting them out. For example, staff and children act out the story of 'We're Going on a Bear Hunt', which supports children's reading and language skills. At times, quieter and less confident children do not get as much attention out of the activities as their more confident peers, who can be allowed to dominate the attention of staff.
- Children with special educational needs and/or disabilities (SEND) are well supported by staff. They are provided with an inclusive environment. Staff are quick to adjust the daily routine to meet the specific needs of children with SEND. Staff make accurate assessments of children, which helps them to promptly identify gaps in children's learning. They work effectively with outside agencies to support the children's development.
- Staff teach children to be independent. Older children hang their bags on hooks, take off their coats, and put their lunch boxes and water bottles in the right place. Staff remind younger children of the routine and give them good support when needed. Children pour their own milk and water during snack time. Staff sit with children and talk to them to further support their social interactions and early speaking.
- The staff team works closely together. Staff feel very well supported by the manager and are happy in their role. The manager carries out regular supervisions and observes staff practice to help them improve their skills and the outcomes for children. The manager and staff have daily conversations to reflect on their practices and find ways to improve.
- Partnership with parents is very good. Parents are confident that their children are happy, safe, and well looked after at the pre-school. They receive regular updates on their children's learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure knowledge and understanding of child protection procedures. They recognise the indicators of abuse and know how to respond. Staff know what to do if they have a concern about the behaviour of a colleague. Children play in a safe and secure environment. Leaders and managers check staff's ongoing suitability to work with children. They understand wider safeguarding concerns, such as 'Prevent' duty and county lines. Staff understand the procedures to follow to report their concerns to outside agencies, to keep children safe.

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

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

- help staff to recognise when more confident peers are dominating activities, ensuring that all children have the best possible learning experience

- support staff to understand how to extend learning opportunities that arise during planned activities, to further enhance children's individual learning.

## Setting details

<b>Unique reference number</b>	2639182
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10300920
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Culver, Samantha
<b>Registered person unique reference number</b>	2639183
<b>Telephone number</b>	07972070403
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Cheeky Monkey's Pre-school registered in 2020. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The pre-school operates term time only. Sessions are available on Monday, Wednesday and Friday, from 9.15am until 12.45pm, and on Tuesday and Thursday, from 9.15am until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ali Lancaster

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager gave the inspector a tour of the pre-school and discussed how the curriculum is planned and implemented.
- The inspector carried out a joint observation with the manager to consider the quality of teaching and learning.
- Discussions were held with staff, parents, and children at appropriate times throughout the inspection.
- A meeting was held between the inspector and the manager to discuss the running of the pre-school.

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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