

Inspection of Cheeky Chimps Childcare

47a Monkton Street, Ryde, Isle of Wight PO33 2BB

Inspection date: 29 November 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 arrive happy and enter the nursery confidently. They quickly settle into the familiar routines. Staff know the children well and continually build on the children's knowledge and skills. For example, staff support the children as they learn to use plastic knives to cut fruit. Children enjoy learning new skills and are becoming increasingly independent.

Staff encourage children to develop an early appreciation and love of books. Children enjoy choosing their favourite books and sit in cosy areas to listen to stories. Staff engage in lots of dialogue with children, and this helps to promote children's early language skills. For instance, staff talk to the children about what they remember from the story and what they think might happen next.

Staff promote children's physical development well. Those working with babies know how to encourage them to reach, pull themselves up and gain their balance as they get ready for walking. For example, babies are supported to pull themselves up to stand at the sand tray. Staff provide older children with a range of activities to develop their strength and coordination. For instance, children have great fun as they push each other on the large swing and balance on the beams and logs. This supports children to make good progress in their physical development.

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

- The leadership team, consisting of the provider, manager and deputy manager, is committed to continuously developing the nursery. The leaders are highly motivated and work well with the staff to review and make ongoing improvements. For example, they have recently rearranged the environment in each room to improve how they meet the needs of all children. This has had a positive impact on children's behaviour and overall development.
- The manager and deputy manager have constructed an effective curriculum, which most staff understand well. As part of the curriculum, staff plan activities that focus on children's social and emotional development and their communication skills. For example, they provide children with opportunities to engage in role play with their friends. While staff know their key children well, some staff are less confident about what children need to learn next. This limits staff's ability to specifically build this learning into activities as part of the curriculum.
- The leadership team and staff set high expectations for children's behaviour. Children learn to share and take turns with minimal support. For example, children take turns using the swing and tell their friends when it is their turn. They excitedly help their friends to sit on the swing. Children are praised

throughout the day for their positive behaviour. As a result, children know what is expected of them and are well behaved.

- Children with special educational needs and/or disabilities (SEND) have tailored support to help them to make progress. The leadership team and staff identify children with SEND through their assessments and discussions with parents. They work with parents and other professionals to ensure children's needs are met and a suitable curriculum is in place. For instance, staff have completed sign language training to support children with speech and language delay.
- Parents are extremely happy with the nursery and say how well supported they feel. Children's learning and development are shared with parents regularly. Parents report how they can see the good progress their children are making. However, not all parents are clear on who their child's key person is or the role of the key person.
- Staff have regular supervisions and feel well supported. The leadership team is passionate about continuously building on practice. Staff are strongly encouraged to undertake ongoing training. The leadership team provides staff with effective coaching and mentoring. This has a positive effect on the standard of teaching provided.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team and staff have a very clear understanding of how to keep children safe. They are aware of the signs and symptoms of abuse and know how to make a referral about a child or an adult. They have effective risk assessments in place. For example, they have recently reviewed their risk assessments and added an additional gate to one of the entrances to increase security and keep children safe. Staff are vigilant and deployed well between the indoor and outdoor areas to ensure children are safely supervised. There are effective procedures for the recruitment and vetting of staff to ensure they are suitable to work with children.

What does the setting need to do to improve?

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

- support staff to use their assessments of children's progress to focus more precisely on what they want children to learn next
- build further on relationships with parents to ensure all parents know who their child's key person is and understand the role of the key person.

Setting details

Unique reference number	119725
Local authority	Isle of Wight
Inspection number	10312521
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	1 to 4
Total number of places	50
Number of children on roll	65
Name of registered person	Ricky Larbalestier and Sarah Larbalestier Partnership
Registered person unique reference number	RP524544
Telephone number	01983 562414
Date of previous inspection	30 October 2018

Information about this early years setting

Cheeky Chimps Childcare registered in 1998 and is located in Ryde, on the Isle of Wight. The nursery is open Monday to Friday, for 50 weeks of the year, from 8am to 6pm. The provider receives funding for the provision of free early years education for two-, three- and four-year-old children. The nursery employs 17 members of staff, of whom 13 hold early years qualifications at level 3 or above.

Information about this inspection

Inspector

Nicole Atkinson

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 leadership team and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views on the nursery with the inspector.
- The manager showed the inspector 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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