

# Cheeky Monkey's Nursery

Windermere Road, Newbold, Chesterfield, Derby's, S41 8DU

<b>Inspection date</b>	10/06/2014
Previous inspection date	30/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff and children are forming secure attachments. This supports children's emotional well-being appropriately.
- Teaching is good because all staff are skilful in promoting children's language skills through the use of effective open-ended questions and positive interaction during the wide range of activities offered.
- Management and the staff team are committed to improving the nursery provision for all children. Children are protected from harm because safeguarding systems and staff knowledge are good.
- Partnerships with parents are strong. Staff continually share information and actively involve parents in their children's learning.

### It is not yet outstanding because

- Pre-school children do not always have sufficient opportunities to use numbers and counting within their play and activities, to enhance their understanding of calculations.
- There is scope to enhance the existing induction process for newly appointed staff, so they have a clearer understanding of nursery procedures.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the baby, toddler and pre-school room and completed joint observations with the deputy manager.
- The inspector spoke with the staff about the daily routines, children's individual learning and safeguarding procedures.  
The inspector looked at a selection of policies and procedures including
- safeguarding and recruitment, children's learning records, the nursery's action plan and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day and talked to the children about their play.

## Inspector

Janice Hughes

## Full report

### Information about the setting

Cheeky Monkey's Nursery was re-registered in 2009 under new private ownership and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned by Cheeky Monkey's Ltd in Chesterfield, Derbyshire. The nursery occupies a single-storey building with a separate baby unit in the grounds. A secure outside play area is available to the children. The nursery serves the local area and is accessible to all children. The nursery employs 13 members of childcare staff, including the manager, who work directly with the children. The owner holds a relevant teaching qualification and Early Years Professional status. A senior member of staff is qualified to level 6 in childcare, 10 other members of staff are qualified to level 3, and two hold qualifications at level 2. The nursery also employs a cook. The nursery is open each weekday from 7.30am to 6pm all year round, with the exception of Bank Holidays. The nursery also operates a breakfast, after school and holiday club. There are currently 121 children on roll, of whom 113 are in the early years age range. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-olds. It receives support from the local authority.

### What the setting needs to do to improve further

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

- maximise opportunities for pre-school children to use numbers and counting within their play and activities, in order to enhance their understanding of numbers and calculation
- devise even better induction procedures, so that newly appointed staff have a clearer understanding of nursery procedures, for example, potty training.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children make good progress at this nursery. Staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. They recognise how children learn through play and implement planned and stimulating experiences based on individual children's interests. The observation and assessment system is thorough and staff identify children's starting points through discussions with parents at the initial visits and through observations that are completed in the child's first few weeks. This gives a clear foundation on which to plan for their future learning. Staff continually record observations of what the children are achieving and track their progress using appropriate guidance. They refer to the seven areas of learning when assessing what children have learnt and monitor the characteristics of effective learning so that they

can assess how children learn best. This enables them to effectively plan for each child's next steps so that they continue to make good progress in their learning and development. Assessments, such as the progress check for children between the ages of two and three years, are routinely completed. This means that parents and carers are well informed about their child's strengths or any areas where learning is less than expected. Parents are effectively involved in children's learning. Information about the day's events is shared with them at the end of the session and, where appropriate, through daily diaries. This enables parents to help support children's learning at home.

Teaching is good throughout the nursery. Staff promote the prime areas of learning extremely well and have high expectations for children. They interact positively with children and encourage them to extend their learning. Staff foster communication and language effectively. They ask open-ended questions, such as who, what and where, to encourage children to think, and hold purposeful conversations and introduce new words to increase children's vocabulary. For example, pre-school children describe their parents and grandparents in detail as they talk about their family trees, while babies enjoy lively singing sessions which help them to learn words as they sing along to popular songs. Children's handling skills are promoted well. For example, toddlers fix train sets together and complete jigsaw puzzles, and pre-school children draw pictures using crayons and pencils effectively. All children love being outside. They scoot around the garden and use sit-and-ride toys, carefully negotiating obstacles and developing their physical skills. Opportunities to develop children's independence are promoted; as a result, all children appear happy and confident. They move around the range of activities provided, showing interest, motivation and curiosity. As a result, they are acquiring the necessary skills and attitudes to support their readiness for future learning.

Staff help to develop children's understanding of the world from an early age. Babies are fascinated as they explore cause-and-effect toys. They roll them along the floor and giggle as they flash and make noises, which encourages them to do the actions again. Older children enjoy using the interactive whiteboard effectively as they learn early information and communication technology skills. Children explore and hunt for snails and worms, and grow vegetables and flowers in the outside garden, helping them to understand about the natural world. Well-stocked reading areas are available and children enjoy story times and using the books independently. They learn that books provide them with information and can be pleasurable, which aids their early literacy skills. To further aid their literacy skills, pre-school children are learning to write for purpose and write their names accurately. Mathematics is taught through activities, such as sorting by colour and size and creating patterns on 'beach huts', and using building blocks to solve problems. Staff count with babies as they play with balls, rolling them to each other, and in the toddler room, staff ask children to count how many trains there are on the track. They confidently count up to four with support from staff. However, in the pre-school, staff do not always promote counting or the use of numbers in children's play to enrich their understanding of numbers and calculations. Creativity and imagination are enhanced through opportunities for children to express their feelings. A wonderful example of this is when toddlers use shaving foam and squeeze it through their fingers. They scream with delight and repeat the actions, smiling at staff for reassurance. Staff add dinosaurs to the mixture and children make dinosaur prints and roar like dinosaurs, fully expressing their thoughts and ideas.

## The contribution of the early years provision to the well-being of children

Children appear happy and settled in the nursery and they quickly begin to play and explore on arrival. They form secure attachments with staff, who are positive and approachable at all times. Consequently, children are developing a sense of belonging in this welcoming environment. The key-person system is used effectively to promote children's emotional well-being. Staff are very positive in their interactions with children at all times and this helps them to feel emotionally secure. The settling-in process is effective and supports children in building strong relationships with staff. Children play well together and learn to share and take turns. All staff have received recent training in managing children's behaviour. As a result, systems have been developed based around staff praising and rewarding children for what they are doing well. Children move smoothly between rooms because staff share information with each other and are aware of how to ensure children are happy at this time. This supports children's emotional well-being because staff consider the impact the move may have on a child. Children are well prepared emotionally for the next stage in their learning because staff talk to them about what will happen so that they feel emotionally secure. Children part take in role-play activities about school, stories and visits to their new establishments. This helps to foster their individual social and emotional development.

The nursery is bright and welcoming for children and offers a stimulating environment to promote their learning. Each room has low-level furniture which is very sturdy and there is an abundance of open shelving and easily accessible resources to enable children to make choices in their play and learning. There is a wide range of equipment, both indoors and outdoors, and it supports children's curiosity and exploration very well. All areas of the nursery are regularly checked for hazards, and staff complete daily and monthly risk assessments. This means that the environment is safe and suitable for the children who attend. Staff are vigilant about recording any accidents or injuries, and most staff have attended the required training that enables them to administer first aid. Staff ensure that children learn to take responsibility for keeping themselves safe. They remind them that they need to look at their feet when stepping along the wooden blocks so that they do not fall off.

Routines for hand washing at appropriate times are embedded to promote hygiene procedures. However, newly appointed staff are not always aware of potty training procedures. As a result, not all hygiene procedures, such as emptying potties when used, are effectively applied to practice. Children are encouraged to be independent at mealtimes. They are encouraged to serve their own food and pour their drinks. Children sit together as a group, the room is calm and children eat well. The nursery provides all snacks and meals, which include portions of fruit and vegetables. This ensures that children eat a balanced diet, which contributes to them having a healthy lifestyle. Staff take account of any food allergies children have to ensure their safety. At snack time children have fruit which they enjoy eating, and lunchtimes are a very social occasion with staff sitting with the children, encouraging conversation and good eating habits. The daily and frequent access to the outdoor play areas means that children are actively developing a healthy lifestyle, which has a positive impact for their future health.

## **The effectiveness of the leadership and management of the early years provision**

Children play in a secure safe environment. Staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding procedures are robust and most staff have attended mandatory safeguarding training. As a result, they are aware of their responsibilities and know what actions to take in the event of any child protection concerns. Policies and procedures for safeguarding are comprehensive and follow the procedures of the Local Safeguarding Children Board. They contain all relevant information, for example, what to do if there is an allegation made against a member of staff. Management and the designated safeguarding officer are fully aware of the agencies to contact if they have a safeguarding issue and understand their responsibility to contact Ofsted of their concerns. Recruitment and vetting procedures are rigorous to ensure staff suitability. They include appropriate Disclosure and Barring Service checks, reference requests and a three-month probationary period. In addition, management carries out an annual disclosure of personal changes, which includes questions about disqualification. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles. Risk assessment is comprehensive and covers the premises and aspects of children's play, both indoors and outside. Documentation for the safe and effective management of the setting is very well organised, regularly reviewed and updated to take account of revised legislation and best practice. As a result, children's safety and well-being are effectively promoted. Consequently, children are safeguarded extremely well.

Management reflects critically on their practice. A number of detailed improvements are identified in a well-informed development plan for the nursery which is helping them to improve. The manager is passionate about her role and is constantly looking at ways to improve the provision for children so they achieve the very best in their time at the nursery. She is a visible presence, acting as a very good role model for staff. The evaluation of the nursery is thorough and includes the views of staff, parents and children. Good procedures are in place for the supervision and appraisal of staff to monitor their performance, and a training programme for all staff has been established. Consequently, staff knowledge and skills are continually improving to promote the good education and development of all children. However, there is scope to enhance performance management even further, for example, by giving newly appointed staff clearer inductions, so they understand nursery procedures, such as potty training, so that there is consistency throughout the nursery. Regular team meetings, combined with full staff meetings, are a key part of the nursery's management procedures. Consequently, staff are able to give their ideas and contribute to the evaluation and development of the nursery. Children are making good progress overall in their learning and development, and systems to monitor progress have been implemented. This means that managers can identify any gaps or weaknesses that impact on children's progress. Line management systems ensure that all staff have the opportunity to discuss children's individual progress.

Effective systems have been put in place to ensure that there is a good two-way flow of information about children's learning and developmental needs and progress between staff

and parents. For example, parents are invited to open evenings, have daily chats with their children's key person and have easy access to children's learning journals. Parents are extremely complimentary about the nursery, describing the friendly, caring staff and the fantastic work they do. Staff are knowledgeable and confident and are able to share information with parents and carers to provide children with consistent care that supports them in everyday life. Partnership work with other agencies includes staff attending multidisciplinary meetings that ensure that families get the help that they need. The nursery is developing relationships with the local primary school to enable smooth moves for children who move from the nursery into school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY401564
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	977417
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	121
<b>Name of provider</b>	Cheeky Monkey's Ltd
<b>Date of previous inspection</b>	30/09/2013
<b>Telephone number</b>	01246 238826

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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