

Cheeky Monkeys Day Nursery

Cheadle Road, UTTOXETER, Staffs, ST14 7BY

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|--------------------------|------------|
| Inspection date | 22/05/2013 |
| Previous inspection date | 04/02/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Staff expertly provide rich and varied learning experiences, which significantly enhance children's progress across all areas of learning. This engages children's active and enthusiastic participation, as they explore and make new discoveries.
- Staff demonstrate an in-depth knowledge of the benefits of sensory development in the early years. As a result, all children experience wonderful opportunities to explore the natural world and the extra special sensory room.
- Children are very well prepared for their next stage of learning and school, because staff maximise opportunities to help them consolidate their learning, and to develop their concentration and team building skills through active play.
- Children follow a unique pathway towards the early learning goals because staff expertly observe, assess and identify each child's needs, interests and learning style. This results in a highly effective programme of individualised learning.
- Children's good health and well-being is highly prioritised, taking into account the benefits of nutritional research information about healthy brain development. The outdoor environment is used exceptionally well to ensure that children enjoy regular fresh air and exercise.
- Partnership with parents and other professionals are highly effective, leading to exceptionally successful outcomes for all children, particularly those with special educational needs and/or disabilities, and those who speak English as an additional language. This fosters a highly inclusive environment, in which all children achieve to their best potential and beyond.

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 nursery play rooms and the outside learning environment.
- The inspector conducted joint observations with the owner and the manager, of a planned outdoor activity and the pre-school lunch time routine.
- The inspector held meetings and discussions with the owner and the manager of the provision, the Early Years Professionals and other staff and trainees.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own parent survey.

Inspector

Jayne Rooke

Full Report

Information about the setting

Cheeky Monkeys Day Nursery was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Uttoxeter, Staffordshire, and is managed by a private provider. The nursery serves the local and surrounding area and is accessible to all children. It operates from a single-storey building and there is a fully enclosed area available for outdoor play.

The nursery employs 23 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2, 3 and above, including two staff with Early Years Professional Status and the provider who holds Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 111 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for children to enhance their listening and attention skills, by encouraging them to choose more complex rhymes and games which involve listening for a signal, such as 'Simon Says'.

Inspection judgements

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

Staff consistently achieve very high standards in their work because of their in-depth knowledge of the educational programmes. Consequently, they provide a rich, varied and accessible learning environment, which significantly enhances children's enthusiasm to explore and make new discoveries. For example, babies delight in the broad range of sensory experiences offered to them, as they investigate the texture of dry cereals, soft and cold ice-cream and other unusual materials. Their sensory awareness and enjoyment is further enhanced outside of the setting for example, when they are taken to the swimming baths. Staff pay high regard to the benefits of sensory development in the early years, offering many opportunities for children to experience the wonders of the natural forest world, and to explore using their sight, hearing, touch, taste and smell senses, in the extra special sensory room and outdoors.

Young children frequently access the inviting outdoor play areas, where they can move about freely as they choose what they want to do and where they want to go. In this way, they make considered choices and decisions from a very early age. This successfully fosters their independence and thinking. As a result, young children learn how to coordinate their physical movements to climb on and off small seesaw toys by themselves. They focus intently on a chosen area of play, as they dig and build in the sand. They exert their energy and have lots of fun, as they run about outdoors and play hide and seek games between the attractive, dangly materials.

Children develop their imagination and creativity in a variety of interesting and enjoyable ways. For example, they actively seek out small world toys to add to their role play games. Young children show advanced skills and abilities as they work collaboratively together to build a castle with the building blocks, and hold simple conversations about the dragons and princesses that live there. Children freely access traditional and electronic, writing and drawing materials which enables them to make a range of marks and patterns. This helps them to develop the skills they need to form recognisable letters, as they progress and learn how to write their name.

Girls and boys in pre-school actively engage in planned soccer school events, with high levels of skill and enjoyment. They listen carefully to, and follow instructions which help them to learn how to throw, kick and control a ball with increasing levels of ability. They demonstrate strong memory and recall, as they confidently refer back to what they did before. This consolidates their learning. They work individually and in small groups, which helps them to develop their concentration and team building skills. This prepares them very well for their next stage of learning and school.

Children with special educational needs and/or disabilities thrive in this diverse and inclusive environment. They receive excellent levels of individual and small group support, which significantly enhance their skills and abilities. For example, staff use visually stimulating resources, such as picture prompts and bubbles, to capture children's fascination and interest in their surroundings. As a result, children's attention is focused on listening carefully to a story. Staff skillfully adapt routines and activities in response to children's changing interests. Although, there is scope to extend children's communication and listening abilities further, by introducing them to more complex songs, rhymes and games that encourage them to respond to a signal. Staff make excellent use of specialist equipment, to ensure that children with mobility issues can access all aspects of the provision. They display positive images of people with diverse needs and from a variety of backgrounds, to foster a welcoming and tolerant ethos within the community.

Staff demonstrate an expert knowledge of how to accurately observe, assess and identify each child's stage of development and next steps learning. This ensures that children follow a unique pathway towards the early learning goals. Key persons carefully plan time to share their expertise and knowledge with parents, about their child's development and discuss new ideas to support their child's future progress. This successfully develops effective shared learning between the nursery and home.

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

Children develop strong bonds and secure attachments because staff show excellent levels of sensitivity, care and consideration, towards each child and their family. As a result, new children settle quickly and separate happily from their parents. Siblings frequently visit each other throughout the day, to re-affirm secure relationships. Parents develop high levels of trust and strong bonds with their child's key person. This results, in excellent and smooth transitions between the home and in the nursery.

Rooms and resources are extremely well organised to create welcoming and attractive areas for children to play, rest and sleep. This secures children's emotional well-being. For example, young babies receive close comfort and attention to help them feel safe and reassured. Older babies are encouraged to freely explore their surroundings, which ignites their developing curiosity and exploratory senses. Toddlers enjoy active play indoors and outside, and sleep and rest according to their individual needs and routines. This benefits their healthy growth and development. Older children take increasing responsibility for their self-care by, serving themselves to their meals and drinks, and by dressing and undressing themselves, as they move between indoor and outdoor play. They competently manage their personal hygiene and toileting routines, which helps them to become more independent.

Children develop a very good understanding of how to keep safe. Younger children are supervised closely at all times, to ensure their safety and well-being. Older children participate in adventurous woodland activities, which help them to assess risk and adopt sensible safety measures. Consequently, children behave well and feel safe. Children's good health and nutrition is prioritised exceptionally well. They benefit from a clean and hygienic environment, which prevents the rapid spread of infection. Freshly prepared meals are provided, using organic ingredients. The nutritional value of food products is carefully assessed, following current research links to healthy brain development. All children benefit from regular fresh air and exercise, which promotes a positive sense of well-being.

Staff build strong partnerships between parents and other providers, through regular exchange visits between the nursery, home and school environment. This enables detailed information to be shared about each child's lifestyle, needs and specific interests. As a result, children receive excellent levels of support in all aspects of their care, learning and welfare. Highly effective measures are in place to support children who speak English as an additional language. For example, staff are able to communicate with children and parents in a variety of ways, using the child's home language. This enables them to meet children's basic needs and to keep parents informed of all aspects of their child's daily care and routines.

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

The strong leadership role of the provider and her management team, is highly influential in this successful nursery. This brings about a sustained level of exceptionally high quality service, for children and their families. Staff continually strive to enhance their skills and expertise through advanced training and high achieving qualifications. As a result, they deliver an exciting programme of learning experiences, that enrich children's development and progress. This enables all children to reach their full potential.

Safeguarding procedures are rigorous and robust. A highly effective staff induction programme is practised. This ensures that all new staff and trainees, receive high levels of supervision and support from an experienced mentor, when they first attend the nursery. As a result, they develop a secure understanding of how to promote children's safety and well-being. Effective recruitment and vetting procedures are rigorously applied to ensure that the suitability of each member of staff is thoroughly checked, prior to them being left unsupervised with children. This is strengthened by close monitoring of staff practice through manager observations, and regular individual appraisal meetings. The provider responds promptly to any areas of concern about staff conduct and children's welfare. She follows stringent guidelines to inform all of the relevant authorities, of any significant issues that impact on children's safety and well-being. As a result, children are actively protected from harm and neglect, and the nursery's already strong policies are re-enforced with the most up to date information.

Highly effective self-evaluation fosters a vibrant and energetic culture of continuous professional development. As a result, staff are proud to demonstrate and share their knowledge, skills and expertise with others. Staff, children and parents contribute their ideas, views and suggestions through the provider's own quality assurance survey. This directly informs action plans for further development. For example, a number of parent workshops have been well attended, which has increased parents understanding of how their child learns through play. The provider has successfully introduced outdoor forest experiences into the nursery curriculum, to re-kindle opportunities for children's adventurous play and love of nature. New ideas are already scheduled to enhance professional practice, by encouraging 'peer observations'. This provides an excellent opportunity for staff to expand their knowledge, skills and expertise, as well as highlighting areas for further development. The provider acts as a professional mentor to other providers, sharing best practice ideas for the benefit of children who attend other settings. This fosters positive community networks. Established relationships with other professional partners such as the early year advisory service, child health agencies and university research departments, strengthen the already exceptional quality of this provision. Recommendations from the previous inspection have been successfully addressed. As a result, extensive records are now kept of any action taken by staff, when concerns about children's welfare have been raised. This informs the provider's detailed risk analysis of significant events regarding children's safe care, and strengthens the safeguarding procedure. Senior staff now conduct regular meetings to review the consistency of planning, and shared best practice between each room. This has resulted in a strengthened approach to supporting children through the transition phase. For example, staff state that they feel fully informed and have more in-depth knowledge, about each child's needs, development and progress at this important time. It has helped them to create more consistent links in themed planning and daily routines, which benefit children's emotional well-being. It has also helped them to enhance partnerships with

parents, who wish to share their expertise and experiences with the children in the nursery. Furthermore, parents are welcome participants on the management board, which increases their level of involvement in how the nursery is organised. Parents speak highly of the nursery and are very complimentary about the staff. They are particularly impressed by the wealth of knowledge that staff have about their child, and how this helps to 'nurture' their child's development.

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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| 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 inspected again within 12 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

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY101429 |
| Local authority | Staffordshire |
| Inspection number | 893231 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 88 |
| Number of children on roll | 111 |
| Name of provider | Christian Cremin |
| Date of previous inspection | 04/02/2009 |
| Telephone number | 01889 564444 |

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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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