

Cheeky Monkeys Two

Inspection report for early years provision

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Inspector Sheila Harrison

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Cheeky Monkeys Two was registered in 2008 and is one of two nurseries owned by the same provider. It operates from a converted Victorian house close to the centre of Bedford, Bedfordshire. A ramp to the rear entrance means that the premises are easily accessible. Children have access to an enclosed outdoor play area. The setting is open each weekday throughout the year from 7.30am to 6.30pm. The nursery is registered on the Early Years Register.

A maximum of 51 children may attend the setting at any one time. There are currently 40 children aged from six months to four years on roll, some in part-time places. The setting also makes provision for children older than the early years age group which is registered on the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff in total, of which, eight hold appropriate early years qualifications to at least National Vocational Qualification Level 2. The nursery provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are making good progress in their learning and development. Strong links with parents and carers ensure they are kept well informed of their children's progress. The setting promotes an inclusive, generally safe and healthy environment, where staff are well-aware of, and respond to, the individual needs and interests of the children. Staff work closely in partnership with other professionals and this ensures that the uniqueness of each child is fully recognised. The leadership and management team work well to gain an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- make the premises suitable for purpose and organised in a way that meets the needs of children. This refers to ensuring children have adequate privacy when using the toilet.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are well-organised and carefully managed. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child protection agencies. Staff have a secure

understanding of the child protection processes. Records required for the efficient management of the early years provision and to meet children's needs are maintained and effective. The suitability and qualifications of all adults looking after children are ensured, with robust recruitment induction procedures. There are secure contingency plans for staff absence, enabling children to have a consistency of care. Staff take worthwhile steps to ensure that children are safe indoors and out, and that furniture, equipment and toys are suitable and safe. The premises are carefully looked after and the improvements, which have been made, to provide a covered outside area that children can use in all weathers, gives exciting opportunities for them to explore and learn on a larger more active scale outside.

Improvements have been made to the children's toilets to allow some privacy, although the lack of cubicles do not fully allow for older children to attend to their toileting needs in private and the current arrangement requires some children to wait to use the toilet. This does not foster their growing independence. Daily checks on the premises are carried out and any maintenance issues are quickly dealt with. Faulty equipment is immediately withdrawn. A well-ordered environment ensures that resources to cover six areas of learning are suitable and available for the children to freely choose from.

Leaders and managers consistently communicate high expectations to staff about securing improvement. They accurately monitor the progress and well-being of children. The setting's proficient employment practice is recognised, as they have recently been recognised with two local business awards. Staff are enthusiastic and knowledgeable. They have assessed their training needs and several staff are attending training to upgrade their qualifications. Many staff have attended short courses to update their expertise. Staff regularly discuss and evaluate the routine and activities to improve the quality of the setting. The plans for improvement are well targeted to promote achievement for all children.

The setting has a highly positive and well-established relationship with parents and carers. Parents are very well informed about their children's achievement, well-being and development through the comprehensive systems for daily feedback. Staff have a valuable two-way conversation with parents at the start and end of the day. Staff and parents contribute to the daily diary and parents are regularly invited to parents evenings where their child's learning journey is available to view. Parents report that they are very happy with the setting.

Children clearly benefit and thrive as a result of the setting they are in. Staff have a good knowledge of the Early Years Foundation Stage and they take effective steps to close identified achievement gaps, as they have a secure understanding of each child's background and needs. They identify a child's need for additional support as early as possible and they share the information with colleagues, parents and, where appropriate, with inter-agency teams to ensure that each child gets the support he or she needs. They value children's linguistic diversity and provide some opportunities for them to develop and use their home language in their play and learning. They help children understand the society they live in through the close links with the local community. Children visit older people in the care home at Halloween and plan to invite some residents for tea at Christmas,

where they will entertain them with their Christmas songs. Staff accompany some children to the local ballet school for short dance and movement sessions.

The quality and standards of the early years provision and outcomes for children

Children are developing very positive attitudes to learning. They are enjoying their time at the setting and display high levels of involvement in the activities. They are making good progress in their learning and development, as the staff ensure each child is sufficiently stimulated, through a wide range of planned and child-initiated play activities. Staff undertake sensitive observations and assessments of each child's development and they plan for the next steps using the Early Years Foundation Stage 'Development Matters' guidance.

Children have beneficial opportunities to freely choose the activities that are of interest to them. Staff are well deployed to support and extend children's learning both indoors and outside. Children are encouraged to count the pears that have fallen to the ground in the garden. Children are well supported to develop the habits and behaviour appropriate to good learners. Staff are observant and they quickly and sensitively intervene to help the young children share and to take turns.

Children are helped to keep themselves safe as staff encourage them to adopt responsible practices, such as tidying up and moving carefully around the premises. Children's health is promoted well. The setting offers freshly prepared, nutritious meals and has a secure system to ensure dietary and religious requirements are followed.

Children are learning about the benefits of a healthy diet as they discuss the benefits of milk to help their teeth and bones grow strong. They learn about foods as the staff prepare whole fruit in front of them and they often visit the local supermarket to buy fresh fruit and vegetables. Older children are learning the social conventions of meals times as they have congenial conversations about their life at home. Necessary steps are taken to prevent the spread of infection and appropriate action taken when children are ill.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met