

Cheeky Monkeys Day Nursery

Inspection report for early years provision

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Inspector	Tina Kelly
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Type of setting	Childcare - Non-Domestic

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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 Day Nursery is a privately owned provision. It operates from a self-contained, low-level building that was previously a local authority children's centre. It is situated at one end of the main street next to the library in Borehamwood. The setting operates four home rooms for children aged from three months up to five years. The outside play areas and cloakrooms are accessible from each home room. There are office and kitchen facilities on site.

The nursery is registered on the Early Years Register to provide care for a maximum of 85 children in the early years age range. There are currently 65 children on roll. Children attend for a variety of sessions. The nursery is registered on both the voluntary and compulsory parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting opens five days a week, for 50 weeks of the year and is fully accessible. Children attend from 8.30am until 5.30pm with an extended day offered from 7.30am until 6.30pm. The registered provider works with the manager and a qualified team of 11 staff. One has a National Vocational Qualification (NVQ) Level 4, most hold NVQ Level 3 qualifications. The nursery employs two cooks and additional lunchtime cover. The setting receives support from the local authority early years development team.

The overall effectiveness of the early years provision

Overall the quality of the provision is Good.

Staff successfully promote the children's welfare and learning to a good level. They know their key children well and respond to their individual needs. Children are cared for in a safe and well-managed setting. Partnerships are well established with parents and other early years support services to ensure children make progress and have a good level of support. Systems for recording the children's achievements are being reviewed. The self-evaluation process has been established, this contributes to maintaining continuous improvements for all children.

What steps need to be taken to improve provision further?

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

- ensure records consistently show children's starting points, review their achievements and plan for their future learning
- extend planning to promote a challenging outdoor experience based on the early learning goals
- review the evaluation process to show how information is used to improve

outcomes for children.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding children amongst the staff as they all receive regular training and procedures are discussed regularly at team meetings. Information from the Local Safeguarding Children Board is on display around the nursery. All staff and students on placement have had appropriate background checks. Good practice further protects children with intercoms throughout, an open door policy for the sleep rooms and support for children in the free flow cloakroom areas. Policies and statements for the smooth running of the setting are in place and all relevant documents are readily available for parents on display. The ethos of the nursery is that the care provided is based on the children's individual needs, preferences and family priorities. Strong partnerships with parents have been established which support the children's care and learning. There are clear and accessible systems for parents and carers to communicate with the setting. They are kept well informed about their children's achievements, well-being, and development with the use of a feedback book. Parents are encouraged to make comments on aspects of the children's development and events at home.

The setting helps parents and carers to support their children's learning in different ways. A selection of characters called 'Buggy Buddies' are taken home and games and stories are developed around varying themes. This enables parents to share in the children's experiences that are promoted in the nursery. A parent questionnaire is used to assess the settling-in period and to ensure all parents are confident in the care and service they receive. Families who have English as an additional language are very well supported. The 'Additional Language Board', a hand-held white board with a family photograph and recording facilities is used by parents. They record comforting words to be replayed to the children if they are unsettled and need to hear familiar words. A typed translating programme has been used to share day to day information with families. Good working relationships are in place with other local early years support services. Parents are aware of the health visitors who are based at the clinic next door and are used as a point of contact for both parents and staff. The Borhamwood and Elstree Children's Centre is used for special educational needs and overall early years support.

An effective self-evaluation process is in place in which staff are involved. They take responsibility for overall improvements, developing their rooms and planning for their key groups of children. As a result the setting is able to demonstrate how they have raised children's achievements and made improvements. The process is reviewed on a regular basis. However, the detail does not show how the action plans in place are used to promote outcomes for all children; they are not linked to the early learning goals or outcomes.

Regular meetings ensure training is of high priority. It is nursery policy for all staff to attend regular safeguarding and first aid training. Staff photographs and lists of their training are displayed for parents around the setting. Both parents and staff

are involved in fund raising for a variety of charities, there is a good response to these events. This promotes the relationships within the nursery and introduces children to events in the wider world.

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

Children are cared for in a warm and welcoming environment by a caring and motivated staff team. They are well qualified and experienced and have a good understanding of how children learn. The setting provides an inclusive environment where children make good progress towards the early learning goals. The nursery welcomes visitors who bring new experiences to the children. Regular visits to the nearby library, fire station and shops extend the children's understanding of their local community. Families are encouraged to share their cultural festivals, foods and events with the nursery. This supports the setting in building strong links with families.

All aspects of the early learning goals are covered with effective planning in each room. This is age-appropriate and linked with the key worker's knowledge of the individual children. Effective observations and photographs show all children take part in a wide range of interesting activities and events. Records show that children who have special educational needs are well supported. Observations and supporting documents provided by other agencies are used to plan for the next steps in the children's learning. However, the information in the children's 'Learning Journey' profile is not consistent throughout the nursery. Some profiles do not show the children's starting points, how long they have been attending, or any additional support that is needed. There is no detail to show that planning is in place to promote their future learning.

Children learn about the natural world in an exciting and fun manner. A nature treasure hunt is a very popular event. Laminated pictures of items that can be found in the garden are handed out. Good explanations are given by staff to ensure children understand about the items they are looking for, big, large, small leaves, stones, sticks. Numbers are printed alongside pictures to promote their counting and matching skills. Children show great delight as they complete the task and run to show the staff how well they have done. Staff give very good feedback and praise, repeating and describing the articles to reinforce children's learning. Imaginative play is adapted and extended depending on the children's involvement and interests. Children's language is extended with good interaction from staff. Hand-held recorders are used to help with children who have English as an additional language and for general pronunciation and language support.

Good resources and use of the home rooms around the setting provide children with varied routines through the day. Each home room has free-flow access to the well-resourced outside play areas. Recently installed canopies enable children to play outside in all weather. The outside area is identified in the self-evaluation process as an area to be developed. A new sensory garden has recently been established. The area provides a wide range of experiences that can be used to

promote all aspects of the children's learning. However, the overall planning for the nursery does not reflect the opportunities that are readily available in the extensive outside play areas. Activities are not well planned, resources needed are not identified and the detail is not linked to the early learning goals.

Children's understanding of a healthy lifestyle is promoted through every day activities around the nursery. Lunch and snack times are well managed and healthy foods are prepared on site by the nursery cooks. The kitchen is also used by the children for cooking activities. The menus take into account the cultural and health needs of each individual child and meet the needs of those with restricted diets. Staff are vigilant with regard to maintaining good personal hygiene practice with children. Physical play and exercise is an integral part of the weekly routines. Staff are appropriately deployed to ensure good support for all children.

Children's behaviour is exemplary with good manners and kindness being praised. The nursery's core values are shared with parents in the prospectus. These outline the ethos of being tolerant, sharing and that good behaviour is valued. Children are encouraged to make their own decisions and to negotiate with their peers with good support from staff. When new resources are introduced such as a torch and metal detector staff are clear about how the children need to take turns, they show the children how they work and promote their learning through discussion and demonstration. All children receive an enjoyable and challenging experience across all areas of learning.

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

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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