

Cheeky Monkeys Day Nursery

Elstree Way, BOREHAMWOOD, Hertfordshire WD6 1JU



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| Inspection date | 15 January 2019 |
| Previous inspection date | 6 March 2018 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires improvement | 3 |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff feel well supported at the nursery and work well together as a team. The managers provide them with regular opportunities to discuss their roles and they enhance their professional knowledge further through training provided.
- Parents are kept well informed about the progress that their children make. Parents of children who speak English as an additional language comment positively about how their children's understanding of English has progressed well since they have been attending the nursery.
- Managers have worked very hard to make a number of improvements since the last inspection. They reflect well on what further positive changes can be made to enhance the service they offer and the provider supports them well to implement these ideas.
- Children make good progress at the nursery. Staff appropriately identify children who need extra support. Additional funding that the nursery receives is spent carefully to provide children with a range of opportunities.
- Children form strong bonds with the staff. There is an effective key-person system. This supports children to recognise who to turn to if they need help. Staff provide a caring and welcoming environment for children.
- Staff in the toddler room do not always consistently provide children with enough opportunities to develop their language and thinking skills fully.
- Occasionally, older children's learning is limited due to the length of time they are expected to focus on activities for.

What the setting needs to do to improve further

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

- build upon the existing good opportunities for staff to consistently support children's language and ideas so that they can make even more progress in their learning
- recognise when children are no longer fully focused at activities to maximise the opportunities for learning to take place.

Inspection activities

- The inspector was given a tour of the premises by the manager.
- The inspector spoke with parents of children who attend the nursery and took account of their views.
- The inspector and the manager observed the quality of the teaching. They held a discussion regarding the impact of the teaching on children's learning.
- The inspector observed the quality of the teaching throughout the nursery. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and deputy manager. She looked at a range of documentation, including staff qualifications, policies and children's progress data.

Inspector

Jennifer Hardy

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand the process that they need to follow if they are concerned about children's welfare. The management team has developed professional relationships with other local settings. This supports the team to provide continuity of care to children who move on from the nursery. Staff share ideas with parents to help children to continue their learning at home. Parents receive daily feedback from staff so that they are aware of what their children have done during the day. Staff effectively assess any risks in the nursery and address these promptly. They consider any potential risks to children before they take them out on outings in the local community, such as to the local supermarket.

Quality of teaching, learning and assessment is good

Children are well supported by the staff throughout the nursery. Children respond willingly and enthusiastically to the clear instructions that staff give them. The nursery is well resourced and this motivates children to choose activities that interest them. Staff make accurate assessments of children's progress. They use this information to plan interesting and relevant activities for the children. The manager monitors the progress of children across the whole nursery. This supports her to efficiently identify any gaps in children's learning that may emerge. Staff work in partnership with other professionals, such as health visitors, to support all children to make good progress.

Personal development, behaviour and welfare are good

Staff tend to the needs of babies well and interact positively with them. For instance, they talk calmly to them and maintain eye contact during their feeding times. Staff provide a range of opportunities for children to develop their independence. For example, they provide them with age-appropriate strategies to put their coats on independently. Children understand the importance of washing their hands and following good hygiene routines. Staff explain the reasons for the rules to children. This supports them to understand how to play and use tools safely. Children are provided with a range of healthy meals and snacks throughout the day. Behaviour in the nursery is good and staff interact positively with children, for example by praising them for their achievements. Children learn to share and take turns with their friends.

Outcomes for children are good

Pre-school children enjoy participating in physical activities. For instance, they join in enthusiastically in the football lesson outside. They develop their understanding of numbers well. For example, they count the number of dots on cards and practise writing the corresponding number. Babies develop their ability to explore and negotiate spaces independently. They practise building towers with a range of different resources, which helps them to develop their hand-to-eye coordination from a young age. Toddlers join in enthusiastically with singing familiar songs confidently. Children are well prepared to move on to the next stage in their learning.

Setting details

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| Unique reference number | EY398965 |
| Local authority | Hertfordshire |
| Inspection number | 10089353 |
| 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 | 0 - 5 |
| Total number of places | 85 |
| Number of children on roll | 40 |
| Name of registered person | Cheeky Monkeys Day Nursery Partnership |
| Registered person unique reference number | RP523328 |
| Date of previous inspection | 6 March 2018 |
| Telephone number | 02082072333 |

Cheeky Monkeys Day Nursery registered in 2009. The nursery employs 16 members of staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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