

Inspection of Cheeky Monkeys Day Nursery Ltd

Cheadle Road, Uttoxeter ST14 7BY

Inspection date: 24 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Leaders have a clear and ambitious vision of what they want children to learn at this nursery. They successfully implement educational programmes which ensure all children make rapid progress from when they first attend. Staff skilfully plan activities which enable children to make links in their learning and extend their existing knowledge. High-quality teaching from staff enhances children's experiences and supports them in developing their knowledge and skills in all areas of learning. For example, following a walk to the local library where children developed an interest in dinosaurs, staff provide activities in the nursery where children learn to further their knowledge of the subject. Children learn the names of dinosaurs and their features, and staff skilfully extend this to create similar environments to replicate where dinosaurs used to live. Children are curious and have plenty of opportunities to practise what they have learned to ensure this is fully consolidated.

Children's behaviour at this nursery is impeccable. As a result of the careful deployment of staff, even on busy days, the environment is calm and children show an awareness of others around them. They are respectful to one another and learn how to take turns and consider the needs of their friends. The carefully organised environment provides space for children to have time to be quiet and take time to rest. Children with special educational needs and/or disabilities (SEND) have opportunities to learn about self-regulation in a specially designated sensory room. Staff recognise when children feel overwhelmed and encourage them to take some time to relax in quiet spaces.

What does the early years setting do well and what does it need to do better?

- The curriculum is implemented consistently and effectively across the nursery. Staff plan exciting activities which motivate children to learn. Children access high-quality learning opportunities, both indoors and outdoors. They fully immerse themselves in the activities on offer. As a result, children develop their concentration and display positive attitudes to learning.
- Staff interact with children at the highest level. They are skilled in asking well-timed questions which encourage children to develop their thinking and problem-solving skills. They provide multiple opportunities for children to practise their developing skills, which helps to secure children's knowledge. Consequently, children are confident to express themselves and make suggestions in their play.
- Children make rapid progress in their communication. Staff and leaders prioritise this area of development and recognise this as the foundation for other learning. They narrate what they are doing and skilfully extend children's knowledge of language. For example, they provide words such as 'squishy' and 'sticky' to

describe materials children explore. Staff know when to comment and ensure children have time to respond to prompts. During circle time, children have opportunities to talk about what they have done at home. As a result of animated reactions from staff, quieter children are encouraged to join in. Consequently, all children make significant improvements in their language development.

- Children are exceptionally well prepared for their eventual move to school. Carefully thought-out activities encourage children to develop friendships and work cooperatively together. They use a variety of tools to master the fine motor skills needed for writing and develop independence. Older children enthusiastically clear their own plates and wash them up after eating. This helps children to gain the skills required for their next stage of learning.
- Children with SEND make exceptionally good progress. Staff actively seek support from outside agencies. They work closely with them to ensure the very best support is in place for children. They dedicate time and effort to securing additional funding for children and work with parents and children's key persons to ensure this is directed in the best way to help children make progress. As a result, children are extremely well prepared for their next stage of learning.
- Staff have regular opportunities to develop their own knowledge and skills. They work closely as a team to identify training which will enhance the experiences of children they care for. Leaders closely monitor staff practice through regular peer observations and supervision meetings and are proactive in encouraging staff to reflect on their own practice. They partner more knowledgeable staff with those who are less experienced so that high-quality teaching is role modelled in all rooms. Staff say they feel supported by managers. This results in an environment where experiences for children continually improve.
- Leaders are passionate about providing children with a broad range of experiences. They thoughtfully consider the information they gather about children when they first start and use this to plan exciting experiences for them. For example, they provide them with opportunities to learn about having pets and how to take care of them. They visit their local church and care homes, which broadens children's knowledge of the surrounding community.
- Parents and carers speak highly of the nursery. They comment in particular on the progress children make and the support they receive as a whole family unit. They feel included in their children's nursery experiences and receive information on how they can further support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2689185
Local authority	Staffordshire
Inspection number	10357801
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 at time of inspection	0 to 4
Total number of places	101
Number of children on roll	193
Name of registered person	Cheeky Monkeys Day Nursery Ltd
Registered person unique reference number	2689183
Telephone number	01889 564444
Date of previous inspection	Not applicable

Information about this early years setting

Cheeky Monkeys Day Nursery Ltd registered in 2022 and is located in Uttoxeter. The nursery employs 31 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents and carers during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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