

# Little Cheeky Monkeys 2006 Ltd

Inspection report for early years provision

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EY347664

**Inspection date**

05/12/2011

**Inspector**

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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

Little Cheeky Monkeys 2006 Ltd children's nursery re-opened under a new name in the early summer of 2007. The setting has been open since February 2003 and moved to the present site in November 2005. The nursery is privately owned and operates from Great Harwood Lodge with the ground floor accommodating children aged from birth to three-years-old and the first floor for pre-school children. Children have access to an enclosed outdoor play areas. The nursery is open from 7.30am until 6pm, Monday to Friday throughout the year. The nursery is situated in the centre of Great Harwood, close to the M65 motorway.

The nursery is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register. A maximum of 60 children may attend at any one time. There are currently 65 children aged from birth to under eight years old on roll. There are 12 members of staff, all of whom hold early years qualifications to level 3 and 4. The nursery manager holds a foundation degree in early years. The setting receives support from the local authority Sure Start development team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare is exceptionally promoted in an extremely safe, warm and highly effective stimulating environment. There are outstanding outcomes for children in the early years age range as staff have an exceptional understanding of the Early Years Foundation Stage, the developmental needs of young children and their individual learning styles. Children's participation and personal contributions are exceptionally encouraged, promoting children's confidence and emotional development. All children are fully integrated into the overall, inclusive practice, as staff are proactive in ensuring activities are adapted to enable individual children to participate at their own level. Self-evaluation at all levels reflects rigorous monitoring and highly effective partnerships both with parents and external agencies have been effectively developed.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to promote equal opportunities and anti-discriminatory practice by extending resources that reflect disability.

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

The highly effective and robust recruitment and vetting procedures ensure children are well protected from harm. For example, criminal record bureau and health checks are effectively implemented ensuring all adults working with the children are suitable. Children are extensively safeguarded as all staff know the procedures to follow in the event of a safeguarding concern. All staff attend safeguarding training and there are two named safeguarding officers for the nursery, further protecting children. The environment is extremely well organised and is well suited to its purpose. Risk assessments are comprehensive and are thoroughly implemented by the staff. Consequently, children's welfare is extensively promoted. The organisation of daily routines, resources and staffing ratios are outstanding, this ensures that children are well cared for and that continuity of care is extensively promoted.

There are excellent systems in place for the transitions in the day such as mealtimes and sleeping arrangements and this ensures that all children across the age range are settled, calm and effectively looked after. All staff are clearly enthusiastic, conscientious and motivated in ensuring that high expectations for quality remain paramount and this is evident through effective systems of ongoing development. All recommendations from the previous inspection have been successfully addressed. For example, children are able to access an overall substantial range of resources and participate in activities reflecting diversity. However, staff acknowledge that resources reflecting disability are not as developed. Plans for the future are clear and focused to bring about further improvement to the provision and outcomes for children. The self-evaluation process is extensive and effective. All staff, children, parents and external users are consulted and as a result have an outstanding impact in bringing about sustained improvement.

Staff share excellent working relationships with parents and other agencies and they consult with them at every stage of their child's care and development to provide tailored support to meet the children's individual needs. Parents are provided with a range of extensive information about the setting and their children's daily routines and developmental progress. Through questionnaires, parents express how exceptionally happy they are with their children's progress and the opportunities and experiences their children have during their time at the setting. Close links with the local children's centre provide children with extensive opportunities to learn about their community, and close links established with local school ensures that the transition process is an extremely positive experience for children.

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

Children are extremely happy, settled and self-motivated in the rich, enabling environment as they are provided with an excellent balance of child-spontaneous play and adult-initiated activities which successfully capture children's interests and imaginations. For example, a group of children develop their own game by using small traffic cones with soft balls placed on top, which they then knock off using a drum stick. Children delightedly exclaim 'We're playing golf like daddy.' Later the drum sticks become magic wands as they walk around the nursery heavily focused in eliminating monsters by swirling their wands in circular motions and using their own magic words. Effective procedures are in place regarding planning and assessment, which are regularly reviewed and evaluated. For example, staff plan activities which relate to children's individual interests and during the months of July and August children are given full control of planning as the staff give them daily opportunities to plan what they want to do in all areas. Planning documents are used daily as an effective working tool which reflects all areas of learning. Staff are consistently purposeful and instructive in their interactions. They challenge children by creating opportunities for them to think for themselves and resolve problems and ask questions to determine their knowledge and give suggestions to develop their thought processes. Children are attentive, they relish in being asked questions and introduce their own ideas and make connections. For example, when young toddlers are asked to identify the colour yellow, they do so correctly, then go onto explain that yellow is like 'the sunshine,' which develops into conversations about holidays. Older children are very vocal and give detailed accounts of experiences. For example, they explain in depth and enthusiasm, how to create a snowman, using miming actions and introduce the concepts of small, large and cold.

Staff that care for the younger children form close attachments with them as they are careful and attentive in meeting their individual needs. They ensure that they are closely supervised at all times, for example, during nappy changing, mealtimes and sleeping arrangements. Babies and young children have extensive opportunities to use an excellent range of treasure baskets, enabling them to explore and experiment with the properties and elements of natural materials. They engage happily in creative and sensory play as they play with ducks and water, then spread glue onto paper using large chunky brushes which are easy for them to hold. They squeal with delight as staff give them glitter to sprinkle on their picture. Children are inquisitive and independent learners as staff promote children's competences through daily routines and play experiences. As a result, children's self-help skills are very good. They tidy away without prompts, put on their coats when going outside and younger infants set out the mat when it is snack time. All children are making excellent progress in their language and communication skills as the staff successfully create a language-rich environment that encourages children's self-expression and imaginations. As a result, children are confident talkers using a very good range of descriptive language as they talk about their experiences, for example, using words like 'remembered' and acknowledging that warm clothing is important to keep you warm on cold days. They play and work alongside their peers, successfully understanding the need to

cooperate. For example, a group of children are involved with a collage activity, one child is experiencing difficulty trying to shake glitter onto their picture, another child asks 'Is it stuck? Let me show you.' The child turns the top on the container and tips it upside down, glitter comes out and they hand it back to the child, who smiles approvingly and sprinkles the glitter on their picture.

Children's behaviour is excellent as they model staff's considerate, polite and caring approach to managing children's behaviour. Staff consistently and patiently remind children of the rules, for example, to share with their peers and wait for their turn. They also offer lots of praise, reward and encouragement to support and motivate the children. Children show an excellent understanding of how to keep themselves and others safe. For example, they recite fire evacuation procedures in detail and clearly demonstrate road safety by explaining through role play using traffic lights and zebra crossings that 'you must find a safe place, stop, behind the curb and look, listen and wait until the road is clear.' Older children are caring and considerate towards younger children and are given opportunities to develop these skills further as they are placed together during breakfast time and at the end of the day.

Learning about and developing healthy lifestyles are integral practice throughout the nursery. Children know about their own personal hygiene through daily routines and play experiences.

They are aware to wipe their nose without prompts. Excellent nappy-changing procedures for babies and young children and daily attention to cleanliness in the whole environment ensures that the risk of infection is significantly reduced, alongside thorough policies and procedures implemented, such as exclusions of infectious illnesses.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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