

# Cheeky Chimps

C/o Ashcott Primary School, Ridgeway, Ashcott, Bridgwater, Somerset, TA7 9PP



<b>Inspection date</b>	18 July 2017
Previous inspection date	10 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the 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

- The staff undertake effective observation, assessment and planning to meet children's individual needs. The manager carefully tracks the progress of individual and groups of children to narrow any gaps in achievement. This helps all children to make good progress in their learning.
- Children have particularly strong communication and language. They speak confidently with staff, visitors and each other.
- Staff have created warm and trusting relationships with children. They promote their emotional development well. They understand children's individual needs well and how to make them feel safe and secure. Children settle quickly on arrival. They are keen to begin exploring and learning.
- Partnerships with parents and other settings are good. They share information well and parents share children's learning at home, such as through an online learning system.
- The manager and her team are highly passionate and enthusiastic, and have children's best interests at the very heart of everything that they do. They work together well to reflect on and evaluate the setting. This results in a successful and robust plan for improvement to enhance children's experiences.

### It is not yet outstanding because:

- At times, staff miss opportunities to support boys to share and take turns in their play.
- Although all children have good mathematical skills, staff miss some opportunities to challenge the older children in using numbers and solving number problems.

## What the setting needs to do to improve further

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

- strengthen boys' understanding of sharing and taking turns
- provide more opportunities for older children to extend their good mathematical development and number problem skills.

### Inspection activities

- The inspector observed staff and children inside and outside.
- The inspector spoke with staff, the manager and the chair of the committee at appropriate times during the inspection.
- The inspector sampled documentation, including risk assessments, policies and children's learning records.
- The inspector carried out a joint observation with the manager and discussed self-evaluation with her.
- The inspector spoke to some parents and reviewed their written comments to gain their views.

### Inspector

Katherine Lamb

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and all staff have a clear understanding of the possible signs that a child's welfare may be at risk. They know what to do and who to contact should they have a concern about a child's welfare. All staff receive good support to access professional development opportunities. These have a positive impact on their teaching skills, which extends children's learning and developmental progression well. For example, they are currently improving the planning and assessment methods they use to help children make even better progress. The manager shows a strong drive and is committed to providing high-quality care and education for children. The new committee members are in the process of completing forms and informing Ofsted, but not all have completed this task yet. However, this does not have a significant impact on children's safety or well-being as the committee does not have direct contact with the children.

### Quality of teaching, learning and assessment is good

Staff ensure children engage and enjoy learning. They sit with the children and involve themselves in their play, extending learning to challenge them well. For instance, when playing with water, they challenge children to work out which items might sink or float and children are excited to see if they are right. Children use their very good language skills in their play. They eagerly use two-way radios to communicate, giving their friends clear instructions to follow. Staff constantly observe children during play. They share next steps in learning with parents and support learning at home successfully, for example, by providing resources bags that parents can borrow.

### Personal development, behaviour and welfare are good

Staff provide a positive learning environment with a strong focus on children leading their own play. An effective key-person system helps all children to feel safe and emotionally secure. Children are very independent and competently help with age-appropriate tasks, such as serving snacks and tidying away afterwards. Staff are positive role models. Staff give children lots of praise and encouragement. This helps to raise children's self-esteem and confidence, and promotes positive behaviour. Children have ample opportunities to play outside and staff encourage them well to be physically active. For example, some balance on tyres and blocks while others ride bicycles. They see how far they can roll hoops or throw beanbags. Children eagerly talk about their success at their recent sports day where they won medals and celebrated their personal achievements.

### Outcomes for children are good

Children competently link sounds to letters. They use one-handed tools with control and develop good physical skills. For example, older children can recognise letters and write their name, while younger children use chalk to draw pictures on the playground. Children have a positive approach to learning and are eager to join in with activities. Staff have prepared children well for future learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY272462
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1091818
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Cheeky Chimps at Ashcott Committee
<b>Registered person unique reference number</b>	RP910414
<b>Date of previous inspection</b>	10 June 2015
<b>Telephone number</b>	01458 210026

Cheeky Chimps opened approximately 50 years ago. It is committee run and operates from purpose-built premises on the grounds of Ashcott Primary School in the village of Ashcott, Somerset. The pre-school is open Monday to Friday from 8.45am to 2.45pm, during term time only. They operate a breakfast and after-school club for the children of the pre-school and the school. The breakfast club runs from 8am to 8.40am, and the after-school club runs from 3pm to 6pm. The pre-school receives funding to provide free early education to children aged two, three and four years. There are 11 members of staff working with the children. Of these, the manager holds qualified teacher status and nine staff have appropriate childcare qualifications at level 2 and above.

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