

Cheeky Monkeys Day Care of Children

Wilton Primary School
Wellfield Road
Hawick
TD9 7EN

Telephone: 07541 591 586

Type of inspection:
Unannounced

Completed on:
16 January 2023

Service provided by:
Cheeky Monkeys a Scottish Charitable
Incorporated Organisation

Service provider number:
SP2016012738

Service no:
CS2016348122

About the service

Cheeky Monkeys is referred to as the service in this report. The service is registered to provide a day care of children service to a maximum of 30 children aged from 3 years to no longer attending primary school. A breakfast club and holiday offered as well as after school care.

The service is situated in a portacabin in the grounds of Wilton Primary School. The accommodation comprises entrance hall, two large rooms, kitchen facilities, toilet facilities and office. Children have access to a secure outdoor area within the grounds of the school.

About the inspection

This was an unannounced inspection which took place on 12 January 2023 between the hours of 14:45 and 18:15. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with most of the 13 children attending the service on the day of inspection and 6 of their parents.
- spoke with four staff and management
- observed practice and daily routines
- reviewed documents.

Key messages

- Cheeky Monkeys worked hard to build strong relationships with families. All parents commented positively on the effective and supportive relationship they had with the service.
- Positive attachments contributed to the children feeling valued, supported and loved. Staff were warm, kind and compassionate.
- A wide range of rich learning experiences was provided which helped to develop children's imagination, creativity, and critical thinking skills.
- Staff demonstrated they were highly committed to using learning from professional development to deepen their knowledge and skills.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 1.1 Nurturing and support

Children were happy, having fun and relaxed in their surroundings. We saw that they were very confident around staff and had formed trusting relationships with them. Parents told us staff knew their child well and supported their individual needs.

Staff had developed a nurturing and inclusive ethos in the service and this was evidenced through their very warm and caring approach towards children. The interactions between staff and children were responsive and engaging. Children's wellbeing was very important to staff and this was embedded throughout their practice. The warm attachments children benefitted from supported them to feel loved, valued and respected. A parent told us "my child is very happy here and I trust all the staff".

Children benefitted from effective personal planning which included home routines, preferences and care needs. Children received continuity of care as a communication diary was kept and viewed by staff at the start of their shift. A very good use of chronologies highlighted significant events in the children's/families lives and enabled staff to respond quickly and sensitively to any changes. A parent told us "communication is great and everyone knows my child".

Children experienced unhurried and caring support at snack times. Children could choose to eat snack outdoors, for example when they did not want to interrupt play by going indoors. Staff recognised daily routines as a rich opportunity to promote attachment. Children were involved in self service and encouraged to try new foods, be independent and develop life skills. For example, being introduced to lychees. This meant children were able to build positive relationships with food.

Staff recorded accidents or incidents in order to reassure parents of any first aid administered to their child. Medication was stored safely and strategies to support the wellbeing of children had been put in place. This meant children were kept safe.

All staff had a very good understanding of their role and responsibilities for keeping children safe and protected. Safeguarding children was discussed regularly at team meetings and staff had attended ACE's (Adverse Childhood Experience's) training. This meant that staff had developed their understanding around children's wellbeing and helped to protect children from harm.

Quality Indicator 1.3 - Play and learning

Play was highly valued in the service. We observed children having fun, building friendships and confidently taking ownership of their play and curiosity. For example, choosing resources from the well organised storage cupboard. Staff were attuned to children's individual learning styles and had a very good knowledge of child development. A balance of spontaneous and planned quality experiences promoted children's choice and independence. This supported children to explore their own ideas and build on their interests and creativity. A parent told us "they are so good at getting children involved in using their imagination".

Staff were skilled and confident when introducing additional materials to extend children's thinking and learning. For example, asking children how and what they wanted to make ice cream from for their ice cream parlour. Children choose to make slime.

Children benefitted from the very effective use of loose parts materials in both indoor and outdoor play. The service followed the curiosity approach which meant children had the freedom to explore their environment through natural resources. This helped them develop their imagination and critical thinking. For example, rolling balls down guttering in the rain and measuring how far they could go. Staff identified and celebrated children's achievements and this helped consolidate their learning and fun.

Children benefitted from being able to choose between indoor and outdoor play as the free flow between spaces worked well for them. Children could take resources between areas which promoted extended learning and curiosity. We saw a number of children choose to spend a lot of time outdoors in the rain. They enjoyed the benefits of fresh air, splashing about and using open ended materials. Children were well supported by staff who used very good levels of reflective questioning and listening. The garden area was being developed and children were very much involved in this process. Their ideas were valued and included in plans. This meant children were encouraged to take ownership of how they wanted to use this space. For example, fire pit, dens and flowers.

Children were accessing the wider community through local visits and trips. The holiday club provision provided very good opportunities for children to have new experiences. For example, visits to the zoo, museums, beach and berry picking. These were evidenced in a floor book and children were very happy and excited to talk through some of these with us.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

2:2 Children experience high quality facilities

Children were cared for in a warm, welcoming and nurturing environment. It was clean, well furnished and well ventilated. The secure setting welcomed children, parents and visitors. There was information displayed about staff and practice guidance displayed. This reassured parents of their child's wellbeing while at nursery. A parent told us "This is a great place. The best my children have ever been to".

Resources were of a very good quality and set up to meet the needs and interests of children attending. Homely touches, decoration and child led displays helped children to feel welcomed and included. For example, LED candle lit areas encouraged a calm atmosphere for children to relax and unwind. Children were confident moving around the play room and between the indoor and outdoor spaces. This showed us children felt safe and secure in the nursery environment.

Children's health and wellbeing was promoted as we saw some children choose to play outside for a sustained amount of time. Opportunities were available for them to engage in active and physical play such as climbing, building and running. Children were involved in risk assessments of the garden area and this gave them a sense of responsibility in caring for their environment and themselves.

Toilets and nappy changing facilities were kept clean throughout the session. Effective infection prevention and control measures were in place and in line with current guidance. This meant children, parents and staff experienced a hygienic and healthy environment.

The homely feel in the kitchen area supported children to enjoy a social conversation with their peers and staff. This supported children's independence and their development of life skills.

Staff had a very good understanding of confidentiality and this was reflected in their communication with parents. A parent commented "staff are very friendly and communicate very well. We get a lot of information about the service". Children's information such as care plans and registration information were kept securely. Sensitive information was only shared with those who needed the information to meet children's needs. This meant, protection of children's information complied with relevant best practice.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 3.1 - Quality assurance and improvement are led well

Children and parents benefitted from a service whose vision, values and aims promoted a positive learning environment. We observed staff to be motivated, happy and an enthusiastic team who created high quality outcomes for children. One parent told us "This is such a happy place for my child to attend and so well organised".

Improvement planning and quality assurance was very good and involved collecting and acting on feedback from staff, parents and children. Parental questionnaires contained very positive comments about the service. These had been collated and shared with parents and any proposed changes were highlighted. This meant everyone felt included and their views were listened too. Floor books were effectively used to evidence children views and wishes.

Staff were committed to their role and shared responsibility for the monitoring and development of the service. This included regularly accessing the Care Inspectorate HUB and local authority learning portal and team meetings. Staff engaged in yearly appraisals and support meetings when required ensuring they felt supported in their role. Recent core training enjoyed by staff included first aid and food hygiene and updates informed practice.

We observed a motivated team using reflection to positively inform practice underpinned by strong consultative relationships between staff and management. This told us the service had good capacity for change and improvement.

To ensure continued improved outcomes for children and families staff were proactive in making good use of best practice guidance. For example, 'A quality framework for daycare of children, childminding and school-aged childcare' guidance, was discussed and reflected on by staff. This enabled them to reflect and implement their learning to meet the needs of all children.

How good is our staff team?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 4.3 Staff deployment.

Staffing levels in the service ensured there were enough staff to carry out the vision and values of the service. Effective arrangements were in place to promote continuity of care across the sessions which ensured positive transitions. This included collecting and walking children from another primary school ensuring there was always enough staff to focus on children's needs and kept them safe.

We observed a confident and knowledgeable staff team who were respectful and supportive of each other. Positive role modelling between staff helped children develop positive and understand supportive relationships. This meant staff were able to develop positive attachments with children and provide very good levels of individual care and support.

The wellbeing of staff was of great importance to management and there was a positive ethos of attendance within the service. This meant staff felt supported and valued and children's experiences across the day were very positive.

Professional development was a high priority for staff. Staff were encouraged to source specific training which related to leadership roles, interests and areas where they thought the outcomes for children could be further enhanced. The service made very effective use of the professional skills mix and this meant the differing experiences, knowledge and skills of staff ensured the wellbeing of children.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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