



Cheeky Cherubs Day Nursery

Inspection report for early years provision

Unique Reference Number	EY332508
Inspection date	17 October 2006
Inspector	Sara Bailey
Setting Address	Alcombe Childrens Centre, Stephensons Road, Minehead, TA24 5EB
Telephone number	01643 700030
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Registered person	Joanne Buck
Type of inspection	Integrated
Type of care	Full day care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Cheeky Cherubs Day Nursery is a private provider who re-registered at Alcombe Children's Centre, Minehead in 2006 but have been open since 1996 at other premises in Minehead. The nursery operates from one large main nursery room which is shared each week day morning with the West Somerset Opportunity group between 09:10 and 11:40, term time only. A designated baby area is fenced off in the corner of the playroom for children under two years. They have an adjoining sleep room. There is also a sensory room, treatment room, kitchen and toilet facilities all directly off of the main room. There is a fully enclosed outside area with safety surface.

Cheeky Cherubs operate from 08:00 to 18:00 Monday to Friday for 51 weeks of the year, excluding Bank Holidays. They provide a crèche to support parents and carers attending the centre and an out of school club which use family and training rooms within the purpose built

centre. These sessions were not seen at the inspection this time. The Children's Centre, a Sure Start Local Programme, also provide a variety of courses and drop-in support groups for parents, carers and their families. The centre manager also oversees Dulverton Children's Centre in West Somerset. These are linked to a number of settings within Somerset.

Cheeky Cherubs is registered for a maximum of 51 children under eight years, of which nine can be under two years, when operating independently, plus a further 10 children under eight in the crèche. When working with the Opportunity group there may be a maximum of 33 children at this time, of whom only six may be under two years. There are currently 107 children on roll, of which 16 receive nursery education funding. The setting welcomes children with learning difficulties and/or disabilities and those with English as an additional language. The owner, who is level 3 qualified, employs 14 nursery staff, all of which are qualified in Early Years from level 2 to 5. They are also supported, part-time by a teacher shared with the Opportunity group. The nursery employ a cook. The group are supported by the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from most aspects of their health care being positively promoted. For example, most staff hold valid first aid certificates, staff wear gloves and aprons when changing nappies, potties are disinfected after use and tables are sprayed with anti-bacterial cleaner before and after use. However, medication records are incomplete and some do not contain written parental consent prior to administering medication which puts children at risk. Although children are encouraged to wash their hands after using the toilet and before eating, staff are not washing their hands after wiping children's noses or handling dirty tissues which puts children at risk of cross infection.

Children's dietary requirements are appropriately recorded and those who have cooked lunches provided by the nursery are receiving healthy, nutritious meals. For example, children enjoy home made cottage pie and vegetables followed by yoghurts and fruit. Babies have their food appropriately liquidised or cut up but this results in them having to wait the longest at the table for their food. Staff have identified a need to further promote healthy lunch boxes. They ensure children have healthy snacks during the morning and afternoon provided as they are provided by the nursery. For example, they have fruit, bread sticks with dips, twiglets and a choice of milk or water. Older children have easy access to a water dispenser if they are thirsty. Babies have their own beakers readily available and have their bottles of milk given according to parents' wishes. However, babies are not always held when given their bottles which compromises their care.

Children enjoy daily, free access to the outside play area where they run around, climb, ride on tricycles or bounce on the trampoline. They play with balls, role-play in a play house and on wheeled toys with petrol pumps. Babies are taken outside when the weather and routines allow but also benefit from a small indoor ball pool. Children have exciting opportunities to develop their physical skills through ballet and gym sessions within the setting and regular swimming trips.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are generally safe within the setting as the premises are secure and there are adequate staff. Daily risk assessments are completed and potential hazards such as leads from CD players are appropriately made safe. However, children's safety is compromised through the staff's inappropriate footwear. For example, backless shoes are hazardous for staff rushing to children's assistance and working in bare-feet is a health and safety issue.

Children have easy access to an excellent range of safe, appropriate toys and resources both inside and outside. However, babies are not always sufficiently supervised. For example, they are observed walking around with felt tip pens in their mouth, eating chalk and are at risk from choking when put down to sleep in cots with bottles of milk. The child-sized tables and chairs are safe and suitable but as attendance numbers have increased there are insufficient chairs to meet everyone's individual needs. For example, at lunch time a young baby is put into a highchair when all the other babies are at low chairs where they can be easily fed and involved in a social time. Staff struggle to find enough chairs for them to sit with the children at mealtimes which results in them not always being adequately supported.

Children's welfare is safeguarded as staff are aware of signs and procedures to follow in the event of being concerned about a child. The child protection policy is out of date as it refers to procedures prior to April 2006.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children of all ages are happy and settled at the nursery. Babies under two years of age benefit from a designated area within the main playroom where they can see older children including their brothers and sisters through the fence and join them for mealtimes. Toddlers aged two to three years play alongside the older children but have their play and learning needs met appropriately through the use of the Birth to three matters framework. The activities provided for babies and children under three are exciting and stimulating. There is much emphasis on sensory awareness. For example, as well as a specific sensory room, they explore paint and sand at an early age. Babies play with treasure baskets and a wide range of natural materials as well as bright, modern, computerised toys. Babies benefit from a structured routine which takes into account their individual routines for sleeping. However, sometimes the routine impacts on the babies having their individual needs met effectively. For example, babies are not held when bottle fed, they sit for long periods of time waiting for their food to be prepared and some are not adequately supported at mealtimes.

Nursery Education

The quality of teaching and learning is satisfactory. The planning is comprehensive, clear and takes into account children's individual needs. However, staff are not confident about the Foundation Stage curriculum and some lack knowledge and understanding about the learning intentions of specific activities. Key workers have observation sheets on them at all times to record children's progress with each weeks learning intentions, but these are not completed

as on going documents. For example, most are empty after two days of activities. However, stepping stones progress records are completed at a later date and show children's individual development across all six areas of learning. Achievement books are a personal record of children's art work and photographs of them enjoying activities at the nursery.

Children learn through the rich, varied planned activities which provide challenge for the children. For example, they experiment with different creative materials, make their own sandwiches for snack, learn about shapes and size through cutting and sticking activities. Most staff interact appropriately with the children to help them develop their language skills. Children benefit from designated times to enjoy looking at books and listening to stories with staff. However, spontaneous play is not so well supported to challenge children appropriately and routines do not encourage independence. For example, older, more able children have their milk poured for them at snack time, liquid soap put on to their hands by staff, tissues passed to the children and disposed of for them which prevents them developing self-care skills.

Children have free access to the computers to develop their information technology skills whilst learning about early maths and literacy through fun activities. They also learn about the wider world through a range of themes exploring interesting topics such as nature, the community and different countries. Children enjoy regular visitors to the nursery, for example, ballet teachers and gym coaches. They also have regular swimming trips which helps to develop their personal, social, emotional development as well as the benefits of physical activity. Children benefit from the classroom learning being taken outside. For example, they play with a variety of table top toys in the garden as well as the usual physical activities.

Helping children make a positive contribution

The provision is satisfactory.

Children attending the nursery integrate really well with the children attending the opportunity playgroup who both share the same room, activities and resources each morning. Children with learning disabilities are appropriately supported by nursery staff and the shared teacher support in the afternoons. Children learn about diversity through a wide range of toys and resources which promote equal opportunities and diversity. Children who speak English as an additional language are well supported most of the time. A specific staff member who has formed a bond with these children is aware of their individual needs but is not a key worker for them all which prevents their needs being met effectively at times. The individual needs of babies are understood but not always met due to the organisation of key times, for example, eating and sleeping. Children's Spiritual, moral, social and cultural development is fostered.

Children are generally well behaved although sometimes the staff's behaviour management strategies are inconsistent. For example, in the mornings children are very involved in the packing away of toys, they take it in turns to play the tambourine and call 'tidy up time' but later in the session when children have been enjoying books, staff do not encourage children to pack away their books, which are discarded on the floor and stood on. A reward system used for children who are potty training only rewards those who actually produce a 'wee' rather than rewarding children for trying. Sometimes children are proactive at telling their peers that they don't like their behaviour, for example, one boy tells another 'please don't do that, it hurts'

but staff do not praise the children for this and support them in stopping the inappropriate behaviour.

The partnership with parents and carers is satisfactory. Children benefit from informal relationships between staff and parents. They share information on a daily basis and have termly parents evenings to discuss their individual child's progress along the stepping stones. Parents are given verbal information from each key worker about each stage of development, including the Birth to three matters framework. However, some staff's knowledge is limited and they lack confidence in explaining about the Foundation Stage curriculum which means parents receive a variety of information. Parents are kept informed about current topics, planning and setting information through informative newsletters and notice boards but receive limited information in writing about the Foundation stage curriculum. They also enjoy an annual camping trip.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Children benefit from a structured daily routine which incorporates wrap around care for those who attend the morning sessions of the joint provider at the children's centre. The nursery are developing ways of establishing how the additional services will be linked for the future. The centre manager already uses the setting for supervised contact visits as she feels the staff are positive role models for parents. Babies are appropriately cared for within a designated area of the main playroom to ensure they are safe, although they do join the older children for mealtimes and occasional activity. Children thoroughly enjoy having free access to the outside play area for the majority of the day. There are sufficient, well qualified staff to supervise inside and outside although at lunch time staff deployment does not always meet the needs of the children effectively. For example, students are left with several children whilst qualified staff attend to housekeeping duties. This compromises children's care.

Most documentation is in place although some policies are not up-to-date or available. Written parental consent is not always obtained prior to administering medication and medication records are incomplete which further compromises children's care. However, there are clear systems in place for recording attendance and staff details including information on criminal record checks. Those staff awaiting clearance are always supervised with children.

The leadership and management is satisfactory. The owner and manager are very involved in the day to day running of the nursery and have appropriate induction procedures in place for new staff and students. The nursery management meet with the centre manager and management of the other provider of day care on a regular basis to improve their working relationships and work towards integration. The nursery staff are young and lack confidence but the management are aware of this and plan to work on team building exercises to lift morale and develop the team. The management are committed to improving and between day one and two of the inspection implemented some positive changes. They also complete a very thorough self evaluation document to identify their own strengths and weaknesses, undertake regular staff supervision sessions and ensure staff have time set aside to complete their keyworker children's progress files where they monitor staff's recording of nursery education.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure written parental consent is obtained prior to administering medication and that medication records are comprehensive and accurate
- ensure children's safety is maintained through staff wearing appropriate footwear and babies are adequately supervised at all times
- improve the outcomes for babies by developing their feeding and sleeping routines which meet their individual needs
- further develop consistent and positive behaviour management strategies to ensure children's achievements are rewarded and they learn right and wrong
- ensure that staff are appropriately deployed to support each other and the children at all times, with specific attention to lunch time
- ensure policies and procedures are updated, regularly reviewed and accessible to new staff and parents.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop staff's knowledge of the Foundation Stage curriculum to enable observations of their key children to be linked to the learning intention record sheets already in place
- develop children's independence through self care skills such as pouring their own drinks, wiping their own noses and disposing of tissues, accessing their own soap.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk