

# Cherubs Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY252771
<b>Inspection date</b>	12 September 2007
<b>Inspector</b>	Denise Sixsmith
<b>Setting Address</b>	35A Poplar Street, Southport, Merseyside, PR8 6DX
<b>Telephone number</b>	01704 544003
<b>E-mail</b>	Not known
<b>Registered person</b>	Gayle and Hilary Degrave
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## 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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Cherubs Day Nursery opened in 2003. It operates from a single storey building in Southport and serves the local area. A maximum of 25 children may attend the nursery at any one time. The nursery is open each week day from 08:00 to 18:00 all year round. All children share an outdoor play area.

There are currently 43 children on roll. Of these, nine children receive funding for early education. Children attend for a variety of sessions or for full days. The nursery currently supports children with disabilities and children who speak English as an additional language.

The nursery employs 10 members of staff including the manager. Of these nine staff hold appropriate early years qualifications. One staff member is working towards a recognised early years qualification. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Clear policies and procedures promote the health and well-being of the children. The arrangements in place for caring for children who are sick and infectious help to minimise the spread of infection. For example, parents are asked not to bring children to the setting who are unwell. Babies hygiene is effectively maintained by observant and meticulous staff as well as through the use of individual bedding. All staff are vigilant in cleaning down surfaces and following food hygiene practices to reduce the risk of cross contamination. Children are gaining a good awareness of personal hygiene as staff encourage them to wash their hands after using the toilet and before sitting down to eat. Easily accessible sinks, soap and hand dryers supported with picture posters about washing hands ensure children are given clear guidance and support.

Children develop and test their physical skills as they take part in a range of stimulating activities both in and out of the setting. They thoroughly enjoy manoeuvring the sit and ride toys around the outside area, as well as moving their bodies to music indoors. They learn to control their small movements and improve their hand-eye co-ordination as they eat with knives and forks, help to slice up fruit, engage in mark making and manipulate the play dough with small tools. Children receive plenty of fresh air because the staff ensure that a variety of the indoor toys and activities, including painting, small world and imaginative play are available in the outside area during the day. Babies and younger children are provided with a quiet environment for sleep times to ensure that their routines are followed and they receive appropriate sleep and rest times.

Children effectively learn good social skills at mealtimes. They sit in small groups with staff at tables set with bright table mats and knives and forks which the children use very well. Children are extremely well nourished as they have a variety of good wholesome healthy quality meals, including pasta dishes and roast dinners. The cook ensures children have freshly prepared meals, these being cooked on the premises and made from fresh produce. The children were seen to be enjoying freshly made roast turkey, cauliflower and a mix of mashed white and sweet potatoes. Children's dietary needs are very well met as they have choice from a fresh fruit platter for their snack daily. They are encouraged to try other types of food through celebrations of different festivals, such as Chinese New Year, and through effectively planned topics to discuss healthy eating. A daily routine of completing the, five a day, fresh fruit and vegetables chart encourages children to learn about healthy eating. The children readily access water throughout the day including outdoor play when a jug and beakers are made available to ensure the children remain hydrated during hot weather.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The setting is very well maintained, bright and decorated with children's work in a child friendly way. Staff ensure that the playrooms are set up with a variety of activity areas, ensuring a welcoming, pleasant and child orientated environment. Children benefit from the range of good quality toys, games and other equipment, which is well maintained and suitable for their purpose. Toys and resources are easily accessed by children because they are clearly labelled and effectively distributed throughout the playrooms to provide appropriate challenge for the differing stages of development. Babies are kept safe through the use of good quality sturdy

equipment and some domestic style furniture provides a comfortable environment. A variety of sleeping arrangements are available for babies ensuring that parents preferences are met.

The security of the premises is good, with the door being locked and entrance being gained via a staff member. Children are kept safe through staff's good monitoring of their whereabouts. Children and babies are able to move freely and safely throughout their playrooms. Safe collection procedures ensure children leave with a known adult. A full written risk assessment is available and induction systems ensure new staff are aware of the procedures required to protect children and keep them safe. However, the annual testing of the portable electrical equipment has not been completed, consequently, this impacts on children's safety. Children are aware of safety rules, for example, they talk about being careful with knives and forks at the table so that they do not hurt themselves or others. Frequent evacuation procedures are practised with children ensuring that they can become familiar with what to do in the event of an emergency.

Children are protected because staff understand their role in safeguarding children and understand the signs and symptoms of child abuse. The key staff have a sound understanding of the child protection procedure and have attended training to enhance their knowledge to enable them to take appropriate action should the need arise.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff are continually developing their knowledge and understanding of the 'Birth to three matters' framework, which enables them to successfully extend activities for the babies and younger children, enabling them to plan and monitor children's progress. All staff make effective use of regular observations to inform the overall planning of how toys and equipment are used to enhance children's development. Babies engage with staff in rolling a ball while others move their body to the music they can hear from the older children's room. Staff provide lots of different tactile experiences for the babies through the provision of treasure baskets filled with wooden and metal objects. Babies enjoy rolling in and handling different textured pieces of material and shaking clear containers filled with glitter, coloured liquid and objects. They squeal with delight as they try to catch the bubbles from the bubble making machine. Staff interact very warmly and enthusiastically with babies and young children speaking kindly and calmly to them, which ensures that they feel confident, secure and self-assured.

Nursery Education.

The quality of teaching and learning is good. Staff know the children well and give them opportunities to contribute their experience, knowledge and ideas. Information gained during observations of children is used to complete developmental profiles and identify next steps for individual learning. Children are involved and very enthusiastic in all that they do, and readily ask staff for assistance, for example a child states "this book is a bit hard can you help me?". Children are very happy in the caring atmosphere of the setting. They are keen to learn and get involved in activities. Children demonstrate their independence by choosing activities, and putting on their aprons. They behave well and help each other at snack time. Children are keen to help staff tidy away their toys. More mature children are starting to share resources well and cooperate in games.

Children listen and respond with enjoyment and attention to favourite stories. They are helped to become aware of sounds in words, and they know which letters represent some of the sounds

in their own names. Staff provide children with an environment which reflects an interest in print of different kinds, however, the book area is less inviting and is not readily used by children. Children are helped to talk about some of the features in stories such as the main characters and the illustrator which one child explained was "the person who draws the book". They are engrossed in the story and eagerly add to it as the story goes along. Children are using their growing literacy skills for real purposes, such as writing without prompting during their play in the office role play area. Children show an interest in numbers and counting. They enjoy and join in number rhymes and songs, they count the play bears and make differing length lines of matching colours. Children help to put out cups for the children on their table at lunch time, ensuring that they have enough for everyone. Staff ensure that children see numbers as labels in their environment, through charts and friezes displayed at their height. Children are given appropriate time and encouragement to use all their senses, as they explore and talk about a variety of objects with differing features. For example, the exploration of the large floor tray containing feathers, wooden objects, material and natural objects. Staff provide children with good opportunities to talk about features during visits to the local area as well as refer to them regularly through the display of photographs taken. Learning in information and communication technology is less well established, with the computer currently being out of action. Children learn very well about growth and change through growing seeds, observing tadpoles change and develop, as well as through the Autumn theme. Children thoroughly enjoy the active music and movement time when they pretend to play a range of instruments to the music tape.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children have a good sense of belonging. They cheerfully greet each other and are warmly welcomed and valued by staff who value and respect each family who attend. Children gain awareness of their local environment and the diversity of the wider world through a good selection of resources that promote positive images of others. Children enjoy planned activities based on a variety of festivals and celebrations to further their developing knowledge and understanding. They visit their local environment and have photographs of the shops, houses and street signs displayed in the mark making area.

Children and babies individual needs are effectively promoted through the systems in place for the sharing of information with parents about children's needs. Information includes children's likes, dislikes and routines, which staff use very well to help them plan the care for children and babies. Suitable systems have been devised that demonstrate a willingness and commitment to support care for children with learning difficulties or disabilities.

Staff present children with positive role models, which they mirror well. The positive emphasis on courteous exchanges encourages children to actively use please and thank you. Staff are consistent in their approach to behaviour management and take the time to explain to the children the ground rules to help them understand what is expected of them. Consequently, children's behaviour is good.

Overall, partnership with parents and carers is good and contributes effectively to the well being of the children. Parents are warmly welcomed and chat to staff readily when they collect their children. An informative welcome booklet and regular newsletters provide parents with essential information about the provision. For example, the current theme in the rooms enabling parents to provide contributions and the loan of videos outlining the curriculum followed by

the nursery. Partnership with parents and carers for those children that receive nursery education is good. Ongoing information is provided about their children's development and achievements through verbal exchanges, photographs and written information including the opportunity for them to add their comments. Parents spoken to are very supportive and happy with the care that their children receive.

### **Organisation**

The organisation is good.

Children's safety is protected through the organisation's policies and procedures, both in and out of the setting. They receive a balance of activities in a well organised environment where appropriate good quality toys and equipment are in place.

Robust recruitment and selection procedures ensure that appropriate staff are employed and children are protected from potential harm. Arrangements for induction and ongoing developments for an appraisal system are in place and implemented in practice. Clear policies and procedures meet requirements to ensure that staff are well supported and children protected appropriately. Staff absences from the building at lunch time are not recorded in the register as required, however, children's registers are maintained in good order as is the visitors record.

The leadership and management regarding nursery education is good. They demonstrate a clear commitment to improving the nursery education and outcomes for children, however, there are no formal systems in place for the monitoring and evaluation of the quality of care and education. Staff are actively encouraged and supported to undertake further training, which they are keen to do to improve their knowledge to enhance the play and learning for all children.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Staff have worked hard to achieve the care action and recommendations set at the last inspection.

The deputy manager has achieved a level three qualification and staff's knowledge of the Code of Practice for the Identification and Assessment of Special Educational Needs has been increased through relevant training which has enhanced the level of care provided for the children. The behaviour management statement has been expanded to ensure that steps to be followed to manage inappropriate behaviour are now clear enabling staff to manage children's behaviour well. Rigorous recruitment and selection systems have been put in place ensuring that appropriate staff are employed and children are protected from potential harm.

### **Complaints since the last inspection**

Since 1 April 2004 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.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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

The quality and standards of the nursery education are good.

### 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 the annual testing of the portable electrical equipment is undertaken
- develop the staff register to ensure that all staff absences from the building are recorded.

#### 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 the book area to make it more inviting and comfortable for children (also applies to care)
- develop the provision for children to know about and use everyday information and communication technology
- develop systems to enhance the monitoring and evaluation of the quality of care and education to provide a clear vision and suitable plans for future developments in the nursery.

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](http://www.ofsted.gov.uk)