

Little Cherubs Day Nursery

Inspection report for early years provision

Unique Reference Number	EY336661
Inspection date	18 April 2007
Inspector	Judith, Mary Butler
Setting Address	Annexe, St Mary & St George Church, Rutland Avenue, High Wycombe, Bucks, HP12 3XA
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Registered person	Little Cherubs Day Nursery Ltd
Type of inspection	Integrated
Type of care	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.

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?

Little Cherubs Day Nursery opened in 2000 and re-registered under new ownership in 2006. It is a privately owned setting and operates from St Mary and St Georges Church hall in High Wycombe. The nursery has use of two rooms, a kitchen and toilets. A maximum of 40 children may attend the nursery at any one time. The nursery is opened each weekday from 07.45 to 18.15 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 57 children aged from three months to under five years on roll. Of these, 25 children receive funding for early education. The nursery serves the local community and surrounding areas. The nursery currently supports a number of children with learning difficulties and disabilities and also supports a number of children who have English as an additional language.

There are 13 members of staff who work directly with the children of these eight hold relevant early years qualifications. A further four staff members are working towards a qualification in early years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a range of energetic physical activities that contribute to a healthy lifestyle. They are developing confidence in their physical skills as they use a range of equipment, such as climbing apparatus and sit and ride toys. Staff plan the outside activities to suit the individual needs of the children, for example, placing mats and rugs on the ground with a variety of equipment including books and construction toys for the younger children. Older children are very confident in their large muscle skills and climb, run, jump with ease when playing in the garden. Staff assist the children in developing their co-ordination by playing bat and ball and throwing and catching balls. Children are confident in their surroundings and move with ease around the building negotiating both fixed and moving objects.

Children are developing their independence and older children are aware of their personal needs and most are able to deal with these with ease, for example, getting a tissue and wiping their nose. Staff offer gentle reminders and assistance to children who are learning these skills, however, children are not always requested to wash their hands prior to snack time. Staff follow correct procedures and wear aprons and gloves when changing nappies to protect the health of children and themselves. The premises are clean and staff undertake regular cleaning tasks, such as washing the toys and equipment. Children who require sleeps do so in cots or on mattresses within the room, bedding is individual to each child. Staff discuss the individual routines of the younger children with parents to ensure they follow their normal sleeping patterns within the nursery. Staff sit in the room with the children and undertake regular checks on them while they sleep, this ensures children's health and safety is protected at all times. Staff hold first aid qualifications. There are procedures in place to record accidents and administration of medication, however, staff do not always follow these and parents are not always asked to countersign completed documentation. This means that the health of children is not always protected and parents may not be aware of events that have happened to their child.

The nursery employ a cook and she works closely with the management when planning meals to ensure children receive a variety of healthy and nutritious snacks and meals. Staff display menus on notice boards for parents to see. They discuss and record individual children's dietary needs and parental preferences and follow procedures to ensure they adhere to these at all times. Staff encourage the younger children to become independent and use appropriate tools to feed themselves. They offer encouragement and praise to children undertaking this task and provide parents with written feedback regarding their child's food intake. Older children have some opportunities to serve themselves at snack time, but they do not assist in serving main meals and are unable to make individual choices about what and how much they have to eat. Meal times are a sociable occasion with staff and children sitting together at the tables, they chat about events that have happened in the nursery or within their personal lives. Children have access to drinking water throughout the day and older children are able to pour their own water as and when they require it.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery premises are warm, welcoming clean and well maintained. Children who have been attending the nursery for some time enter the setting happily and leave their main carer with

ease. Staff offer a good level of support to those children who are new and are still settling into the nursery. They provide toys and resources to meet the individual needs of children, for example, putting cars out for one child following a discussion with his parent on what he likes to play with. This enables children to develop a feeling of safety and security within their environment. Staff set up a range of activities prior to the children's arrival, they create an environment where children are able to choose from a range of resources, activities and toys and this enables children to make individual choices and develop their independence. Children are able to self select toys and resources from the low shelving and display units within the nursery play rooms. Staff ensure the toys and resources are in good repair and appropriate for the ages and stages of the children attending. Children have a variety of active, quiet, indoor and outdoor activities within their daily routine.

Staff undertake daily safety checks to minimize risks and dangers to children. Effective procedures are in place to protect the safety of children, such as regular emergency evacuation practices. Children are developing awareness for keeping themselves safe through reminders and discussion with staff, for example, a staff member talking to children about running inside and what may happen if they do so. All visitors and parents have to ring to gain entry to the nursery and staff supervise visitors at all times.

Staff have a good understanding of safeguarding children procedures and the signs and symptoms of child abuse. Senior staff have attended training and are clear about the routes they should follow should they have concerns regarding a child in their care. This ensures the welfare of children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Most children are comfortable and secure in their environment, staff offer support to those children still settling into the nursery routine. Parents and staff share information prior to children starting at the nursery or changing rooms. This ensures staff are able to meet the individual needs of the children who attend. Staff working with the babies and younger children use the Birth to three matters framework to plan a range of different activities for children. They undertake regular observations and use these to update the individual children's developmental records. Children access a range of resources and activities within their daily routine, for example, a well planned outside time where they were able to access a good variety of toys, such as water play, construction, books, and drawing. The storage of the toys and resources allows children to make individual choices about the toys they wish to use, however, there are limited opportunities for them to access a range of natural resources. Effective key worker systems are in place and staff know the individual children well. Children receive support from staff in their play and they enjoy interacting in one to one, small and large group situations.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are developing their independence skills and are confident in selecting the toys and resources they wish to use within their daily routines. Staff have a secure knowledge of the Foundation Stage. They use this to plan a suitable range of activities that covers most areas of learning effectively. The activities provided interest the children, and as a result, children make satisfactory progress towards the early learning goals. Children enjoy group times and are keen to share their thoughts and feelings, for example, talking about the weather. Children handle books with care and listen when staff read to them, however, staff do not always include stories within the daily routine for children

attending the nursery sessions. Older children are beginning to write recognisable letters and some write their own names. Children do not however, have opportunities to recognise their names, familiar words or practise their developing writing skills in everyday situations, such as name cards, and mark making equipment in role play. Children's imaginative skills are developing through a range of role-play, singing and art and craft activities.

Children play and work well together, they are developing friendships with their peers and are beginning to seek these friends out in their play, for example, one child asking another to sit next to her at the drawing table. Most children behave well and show co-operation with others in their play, they are able to share and take turns with the toys and resources available. Children use mathematical language in their everyday play, for example, more and less than when comparing the number of times they have hit the ball with the bat when playing outside. They are confident in their use of number and are developing their calculation skills. Staff provide children with opportunities within the daily routine to practise these skills, such as counting the number of children at group times. Children are becoming aware of the cultures and traditions of other people through everyday events and planned themes and topics. Children develop their large muscle skills through the use of the outdoor area.

Staff discuss the individual children with parents and this enables staff to build a sound knowledge of the individual children's routines, preferences and family backgrounds. Procedures are in place to observe and record children's achievements and progress. Staff use these observations to update individual children's records and identify their next steps in learning. They use effective techniques for reinforcing children's learning, such as re-visiting topics, one to one time and questioning.

Helping children make a positive contribution

The provision is good.

Staff have a good awareness of children's needs and value them as individuals. They know each child well and develop good relationships with them throughout the nursery. Children are beginning to make friends with children in their peer groups. Most children behave well and are aware of the simple rules and boundaries. Staff offer reminders to children within their daily routines and encourage positive behaviour through consistent boundaries, praise and encouragement. Siblings have opportunities to meet during the day, for example, when playing outside. Staff display children's art work and share their achievements with parents; this enables children to develop their self-esteem. Children have access to some toys and resources that reflect the diverse society, such as dressing up, role play, puzzles and books. Children with learning difficulties and disabilities, and English as an additional language receive a high level of support from staff within the setting. Staff work closely with parents and outside agencies to ensure children receive appropriate learning opportunities to enable their development. Children's spiritual, moral, social and cultural development is fostered.

The partnership between staff and parents is good. Staff and parents work hard together to ensure that children make the transition from home to nursery smoothly. This ethos remains through the whole nursery with children spending time in a new area before moving up. This enables children to feel comfortable and at ease in their environment. Staff encourage parents to share information about their child before they start at the nursery and this ensures staff are able to meet the needs of all children. Parents receive information about the nursery through the prospectus and policies and procedures are displayed in the entrance hall for parents to view. Staff provide verbal feedback at the beginning and end of the day and effective procedures are in place to ensure parents of younger children receive written information about their child's

day. This includes information, such as sleeps, meals and activities their child has taken part in. Parents have an opportunity to attend regular parents evenings when they are able to view their child's work, development records and discuss their development with the staff. A regular newsletter and up to date information displayed on the notice boards provides parents with information about the Birth to three matters framework, the Foundation Stage and events that are happening within the nursery. The nursery operates an open door policy and parents can talk to staff at any time.

Organisation

The organisation is satisfactory.

Staff make good use of the available space within the nursery and outside areas. They ensure the premises are clean and well maintained, attractive and welcoming for parents and children. Children move freely and with ease around all areas identified for their use. Staff are clear about their individual roles and responsibilities and work well together as a team. The adult child ratios maintained ensure children have appropriate levels of supervision and receive individual support in their work and play. Clear procedures and documentation are used to accurately record children's attendance.

Policies and procedures are in place and documentation is presented in an orderly fashion. All of the required paperwork is in place; however, the information in the complaints procedure does not hold the correct contact details of the regulator and parents are not always requested to countersign completed accident and medication forms. Effective recruitment, vetting and induction procedures are in place for all staff and this ensures the safety and welfare of children within the nursery. The setting meets the needs of the range of children for whom it provides.

Leadership and management are satisfactory. Staff show a sound knowledge of early year's guidance, including the National Standards, Birth to three matters and the Foundation Stage; however, their individual training needs are not always clearly identified owing to a lack of an annual appraisal system. The management and staff work closely with outside professionals and are willing to try new methods, for example, planning documents. Regular staff meetings are held and these are used to discuss planning, individual children, training and the daily routines and events happening within the nursery. Staff evaluate the activities through regular discussions and daily observations that take place on individual children's development.

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):

- provide children with further opportunities to play with and use a range of natural resources
- further extend opportunities for older children to develop their independence skills and make individual choices about their dietary needs
- ensure the documentation in place holds the correct information and is completed appropriately by parents
- develop further the system of identifying and monitoring staff training and performance (also applies to nursery education)

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):

- provide children with regular opportunities to develop their emerging mark making skills, recognise familiar words in everyday situations, listen and join in with stories.

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