

Cherubs at Robert Beard Youth House

Inspection report for early years provision

Unique Reference Number	118540
Inspection date	16 July 2007
Inspector	Caroline Preston

Setting Address	233 High Street, Hornchurch, Essex, RM11 3XU
------------------------	--

Telephone number	07708 439102 or Denise on 07803 128303
-------------------------	--

E-mail

Registered person	Cherubs Pre School Ltd
--------------------------	------------------------

Type of inspection	Integrated
---------------------------	------------

Type of care	Sessional 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 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 Pre school @ Robert Beard is one of three day care settings owned by Cherubs Pre school Ltd. It opened in 2001 and operates from the Robert Beard Youth House in Hornchurch in the London borough of Havering. A maximum of 18 children may attend the pre-school at any one time. The pre-school is open each week day from 09:15 to 11:45 and 12:15 to 14:45 except Fridays term time only. All children share access to a secure enclosed outdoor play area.

There are currently 42 children from two to under five years on roll, Of, these ,40 receive funding for early education. The nursery employs six members of staff. Of , these, five hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children take part in a good range of varied physical play which supports their overall physical development very well. They walk and balance outside in the garden on the low-level walking beams, climb with skill on the fixed apparatus, take part in action team games, using all parts of their bodies and use the large indoor hall for physical play.

Children are aware when the weather is hot, that the sun can damage their skin, and that sun cream protects them from the sun's harmful rays. Staff are pro-active in reinforcing the dangers of the sun and the possible hazards in the garden, during group discussions around safety. Staff follow and promote good hygiene procedures, children know that you must wash your hands before eating, or you may transfer germs, that can make you sick. During the fruit activity children talk about the importance of hand washing as well as cleaning the fruit, further more supporting their knowledge of hygiene. Staff wash their own hands and wipe down tables before supervising fruit activity with children, therefore are effective role models for children.

All staff are first aid trained and can deal with accidents should they occur, a fully stocked first aid box is kept in the playroom, all accidents records are completed accurately. Staff are trained to support children with varying medical conditions. Children are offered a range of healthy snacks including fruit, water and milk, and at the end of each term, children enjoy a longer session bringing in a packed lunch and eat as a group, preparing them for school life. Therefore children are cared for well, and protected from germs, they also learn about safety and foods that are healthy and nutritious.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a stimulating, well planned clean environment, where they have many opportunities to engage in meaningful play. Staff are welcoming and organised, the setting promotes a child centred environment. Children have many play resources easily accessible that are available to them including; role play, construction, drawing, painting, and use of the computer. These are all safe and age and stage appropriate, therefore children learn and develop in all areas.

Staff implement good daily procedures that ensure the safety of the children at all times. Firstly all staff are vigilant to the children's whereabouts when playing. Staff complete risk assessments that ensure all areas of the setting are safe, including fire precautions, play resources and access to the setting. Children's welfare is protected by the staff team's understanding of their responsibility regarding child protection issues. Staff are very knowledgeable of their setting's procedures in safeguarding children from abuse.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and content in the setting. They take part in many activities with enthusiasm and confidence and enjoy all their time at the pre-school, as well as playing together and developing friendships. Children show confidence and skill manoeuvring the mouse when using the computer and playing games that encourage, counting, matching and letter

recognition. They paint pictures, developing creativity, they write their names on work they have completed, use scissors skilfully and use glue to stick magazine cuttings. They engage in role play, dressing up in many different outfits, negotiating rules for their games, such as shopping. Children can count up to ten, and use mathematical language very well, such as, smaller, larger, quantity and weight. They listen to discussions during circle time, taking part in sharing their experiences from home and listening to stories and singing songs.

Nursery Education

The quality of teaching and learning is good. Staff are very clear about the Foundation Stage curriculum, therefore offering children a rich variety of play opportunities to develop in all six areas of the curriculum. Staff effectively support individual children and record children's achievements clearly. Children have good relationships with staff, who use good questioning techniques to extend children's understanding in whatever activity, they're engaged in. An effective key-worker system and the use of regular observations and assessments mean that staff know the children well and support their future development.

Children count each other during registration time; discuss the date and weather, therefore learning about seasons, counting and calculation and the outside weather conditions. They build well using construction such as Lego, small world animals and large building bricks. Therefore using mathematical concepts, design and pattern making. They learn about the different purposes for writing from writing their names, and recognising their name cards. They enjoy discussion and show confidence in speaking in groups and clearly communicating with others.

Helping children make a positive contribution

The provision is good.

Systems in place do not show varied teaching techniques used by staff and any differences in assessment and recording for children whose first language is not English. This means that current systems are not fully meeting children's individual needs. Children's moral, spiritual and cultural development is fostered. They behave well towards each other and adults; they can work in large groups such as circle time and in small groups such as fruit activity. Children listen to each other quietly as each child discusses their news, and reflect on what has been said, for example proposed holidays children will be going on. Children relate well to each other throughout the session, this includes children from different cultural backgrounds.

Children with learning difficulties are well supported. Current systems support both children and parents in achieving learning goals. Staff are secure in their understanding of their policy and work closely and effectively with outside agencies. Staff are good role models and show respect for adults as well as children. Clear praise and encouragement supports the positive atmosphere of the setting. Children benefit from good parent partnership. Parents are made to feel welcome and comfortable, staff are friendly and available to discuss any issues they may have. Well written information is offered to parents which clearly shows how the setting is run and organised. Parents complete parent questionnaires, so that staff can improve the service offered.

The partnership with parents of children who receive nursery education is good. Parents are offered good quality information that clearly describes the Foundations Stage curriculum. Progress reports are completed on each child before they leave to start school, showing children's achievements. Parents can approach staff and discuss their child's progress at any time.

Organisation

The organisation is good.

Good organisation in both care and nursery education helps to provide children with a secure safe environment. Staff work well together and the atmosphere is positive as well as stimulating for children. Staff are aware of their roles and responsibilities and are safe to be with children because they have undergone appropriate suitability checks. Staff are deployed well, so that children receive good individual care and attention, staff take part in all areas of care and learning, and the key-worker system works well in ensuring all individual needs are met.

Leadership and management of nursery education is good. The systems in place to monitor the effectiveness of the education offered are effective. Staff are observed by the manager to help support any weaknesses in teaching and understanding and build on better practice. All records and assessments are monitored by management to ensure they are accurate and working well. Staff are knowledgeable about the Foundation Stage curriculum and this shows in their interactions with the children. The management team are consistently reviewing practice and ways to develop and improve the education offered to children. Therefore the pre-school offers children a good and positive experience. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to improve systems for vetting staff and notifying Ofsted of staff changes and ensure all staff undertake appropriate first aid training. Well written procedures and systems are in place which ensures all staff have undergone appropriate suitability checks, and all staff are first aid trained. These improvements ensure the safety and well being of children.

Complaints since the last inspection

Since the last inspection 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 to parents, which they 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

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 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):

- improve systems to record specific learning and teaching techniques given to children whose first language is not English(applies to nursery education also).

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):

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