

# Cherub Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	509929
<b>Inspection date</b>	29 November 2007
<b>Inspector</b>	Elaine Marie McDonnell
<b>Setting Address</b>	483 Leads Road, Sutton-on-Hull, Hull, HU7 4XT
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<b>Registered person</b>	Cherub Nurseries & Pre-School Childcare Limited
<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?

Cherub Nursery is one of three day care provisions owned and run by Cherub Nurseries and Pre-School Childcare Limited. It opened in January 1993 and operates from a two-storey detached building. The nursery is situated in Sutton-on-Hull and serves children and families living locally and in the surrounding areas. There are three separate, enclosed areas available for outdoor play.

A maximum of 67 children under five years may be cared for at any one time. The nursery opens each weekday throughout the year, with the exception of public holidays. Times of opening are between 07:00 and 18:30.

There are currently 106 children under five years on roll. Of these, 26 receive funding for nursery education. Children attend for a variety of sessions. The nursery currently supports a small number of children of families who speak English as a second language.

There are currently 14 members of staff employed to work directly with the children, two additional staff work on a part-time basis. All full-time members of staff have an appropriate

child care qualification, mostly at level three, and three members of staff are working towards a level four qualification. Two cooks are also employed at the setting.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because staff follow excellent hygiene procedures to ensure that the premises and equipment are kept clean and the good practices used prevent the spread of infection. For example, aprons, gloves and hair nets are used during various daily routines. Children have a good understanding of simple personal hygiene routines, such as hand washing and brushing of teeth, as these are promoted throughout the daily routine and are discussed with staff. Comprehensive accident procedures and good illness procedures are in place to protect children's overall health.

Children are very well nourished. They receive a varied range of healthy and nutritious meals and regular snacks which are freshly prepared on the premises each day. Children have their health and dietary needs met because staff work very well with parents to obtain written information about any individual dietary requirements. Children learn about healthy living during various activities and through valuable discussions with staff, for example, when growing vegetables in the garden and when talking about how healthy food helps their bodies to grow. Meal and snack times are observed as relaxed and sociable occasions within the nursery.

Children have good opportunities to enjoy physical activity and play outdoors on a regular basis. They also have space indoors to be involved in large physical play, such as when playing with a parachute in the conservatory area. Children rest and sleep according to their needs and individual routines, which staff are well aware of.

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

The provision is good.

Good steps are taken to ensure that children are cared for in a safe environment. The premises are kept secure and a record of visitors to the setting is maintained. Good steps are taken to ensure that children are kept safe when playing outdoors and when on outings. For example, the outdoor play areas are kept secure, children are well supervised and appropriate written outings procedures are in place. Children also learn to keep themselves safe when involved in regular fire drills.

The environment is warm and welcoming for the children with a varied range of activities and play areas attractively presented for them. Children have easy access to a varied range of toys, equipment and furniture and staff ensure that resources are safe and suitable for use with regular cleaning and checking routines.

Children are well protected because staff understand their role in relation to child protection and are able to put procedures into practice when necessary. Comprehensive child protection procedures are in place, are reviewed and are understood by staff.

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

The provision is good.

Children are involved in a good range of activities that cover all areas of development. For example, babies enjoy sensory experiences when exploring the texture of shaving foam, sand and water. They have easy access to a good range of musical and activity toys and books, however, their access to resources which promote mobility, such as push-along toys and domestic style furniture, is limited. Babies also have access to safe kitchen equipment, such as pans and wooden spoons, they thoroughly enjoy this and are shown how to make noises with the different items and some children make mixing movements independently. Older babies enjoy physical play when crawling through a tunnel, and role play with dolls. Staff demonstrate a sound understanding of the 'Birth to three matters' framework and activities are appropriately planned for children. Their ability and development are constantly observed and recorded.

Older children have access to a good range of learning experiences both indoors and outdoors, for example, they have planted vegetables in the garden in the past and now plant flowers which have been moved from the car park. All children develop confidence and self-esteem well when being praised and encouraged by staff for their efforts. They show a lot of interest in what they do and enjoy the activities available. Older children have good opportunities to be independent, use their initiative and make choices, such as when deciding which room they want to play in and whether to play indoors or out. Children acquire new skills and knowledge with support from staff, for example, they learn new Christmas songs and actions for a Nativity concert. Children have appropriate opportunities to learn about wider society and begin to appreciate their own culture and the cultural traditions of others. For example, they celebrate Diwali and other festivals and have access to resources which positively reflect images of diversity, such as dolls, books, jigsaw puzzles and dressing up clothes.

### **Nursery Education**

The quality of teaching and learning is good and children are making good progress towards the early learning goals in the six areas of learning. Personal, social and emotional development is a particular strength within the setting and children enjoy very good relationships with adults and peers. They show care and concern for others, for example, when helping friends to complete a large puzzle. They display high levels of involvement in activities, maintain attention, concentrate and sit quietly when appropriate. They also confidently initiate interactions with other people and feel secure and demonstrate a sense of trust. Children listen well to others in one-to-one and small group situations. They have emerging confidence to speak to others about wants and interests. Children interact well with others and take turns in conversation at group discussion times. They show interest in books and handle books carefully. Some children begin to recognise some familiar words, such as their name. They draw and paint, giving meaning to their marks and pictures, however, children do not currently attempt writing for different purposes as this is mainly confined to the mark making area.

Children engage in many varied mathematical tasks when using the computer and can recognise numerals up to nine. They can count up to 10 and some children can count beyond this. They compare objects and recognise when they have the same number, or other similarities and features in common, such as size, length, shape or colour. Some children demonstrate excellent computer skills and can operate equipment and complete several different learning programmes. Children spontaneously congratulate and clap each other when they complete a programme. They manage their bodies well to create intended movements when outdoors, for example, when using large physical play equipment. Children also adjust speed and change direction

when playing outdoors to avoid collisions. They realise that tools can be used for a purpose and engage in many activities requiring hand and eye coordination. They learn about the effects of exercise on their bodies during certain computer programmes, with support from staff. Children are good at differentiating colour, they enjoy role play and use different props to support this.

Staff demonstrate a good knowledge and understanding of the Foundation Stage and how young children learn. Activities are planned suited to the needs and interests of the children and to provide a broad and balanced range of learning experiences across the six areas of learning. Teaching of the different areas interests the children and helps them to become focused and persist for extended periods of time, for example, when staff examine different objects with the children, ask questions and discuss the features of these. Staff use time and resources well to enable the children to make as much progress as they can. Staff know about children's attainment on entry as assessments are undertaken with information from parents. Assessment records show that children are making good progress in relation to their starting points. Information gained from assessments is appropriately used to help move children onto the next stage in their learning.

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

The provision is good.

Equal opportunities is well promoted as all children are included and involved, their individual needs are being met. Staff receive comprehensive written information from parents about each child, this is used as a basis for their individual care. Comprehensive procedures are in place for the identification and assessment of children with learning difficulties, disabilities or who speak English as an additional language.

Children's spiritual, moral, social and cultural development is fostered. Children thoroughly enjoy being in the nursery and enjoy the activities available, they are settled and happy and make very positive relationships with adults and peers. Children are well behaved and demonstrate good manners. Staff manage behaviour well and promote a positive environment.

The partnership with parents and carers is outstanding. Parents are kept very well informed about children's development, progress and achievements through both verbal discussions and written reports. They receive very good quality information about the provision, including the educational programme and the meals and snacks menu. Parents of babies receive written information about their child's day, including what activities the child has been involved in and what the learning intention was.

Parents are involved in assessments of their child as the setting seeks information about what children can do at home. Parents then receive 'mentor' sheets which include activities they can do at home to further enhance their child's learning and development. Parents can access the website from home or from work to see their child at nursery throughout the day.

The setting actively seeks parents' views. For example, they are given an evaluation form after their child has attended for six weeks and there is evidence that parents' views and comments have been acted upon and addressed. Parents and carers are invited to be involved in their child's learning in meaningful ways. For example, there is a book and musical instrument lending scheme within the nursery and music and craft days have been arranged for parents to attend and get involved in various activities with the children.

Parents also receive good written information about their child's transition to other rooms including the names of staff who will be caring for them, children participate in visits before going into another room permanently. Several parents interviewed at the time of the inspection expressed extremely positive comments about the provision and about staff and have all recommended the nursery to other parents.

## **Organisation**

The organisation is good.

Recruitment and vetting procedures are rigorous and robust enough to ensure that children are well protected and cared for by staff with relevant experience, knowledge and skills. Staff have good access to ongoing training and development courses and have attended additional courses since the last inspection, for example, managing behaviour, safeguarding children, assessment, first aid, 'Birth to three matters', Early Years Foundation Stage, as well as in-house training courses. All full-time staff in the nursery hold an appropriate first aid qualification.

Attendance records and observation indicate that adult-to-child ratios are effectively maintained throughout the day. Group size and deployment of staff contribute positively to children's care, learning and play. 'Grandma's' with lots of life experience are employed in the setting to give extra attention, support and cuddles to younger children. Staff have high regard for the well-being of all children and they receive very good care and attention.

All records and documents required for the safe and efficient management of the provision are available, well kept and up to date. Policies and procedures work well in practice and are reviewed, to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Overall, the provision meets the needs of the range of the children for whom it provides.

The leadership and management of the setting is good and contributes to children's progress towards the early learning goals. The leader has a clear vision for nursery education with a strong focus on the personal development of all children. She regularly oversees the activity planning within the nursery to monitor and evaluate the curriculum to identify strengths and areas for improvement, and offers support to staff where necessary. The leader sets clear directions leading to improvements in the organisation of nursery education and the outcomes for children. The leader motivates staff and children well, builds committed teams and acts as a good role model. Staff work well as a team and benefit from effective induction and appraisal systems.

## **Improvements since the last inspection**

At the previous inspection the provider was asked to ensure there is comfortable space for children to engage in quiet play and relaxing activities in each area. This recommendation has been addressed and there are comfortable areas available in each room. The provider was also asked to monitor the proposed organisational changes to ensure staff are deployed effectively to best support children. This recommendation has been fully addressed as staff are deployed effectively to best support children and children receive good adult support and attention.

In relation to nursery education the provider was asked to increase opportunities for children to use their imagination in role play and to enjoy a wide range of books. Children have good opportunities to use their imagination as different role play areas are set out within the nursery.

Children also have easy access to a varied range of books and reading areas are attractively presented.

The provider was also asked to use a wide range of strategies to help children manage their own behaviour. Children are well behaved and staff manage behaviour effectively and promote a positive environment. The nursery provider was asked to build on the systems for exchanging information with parents, to encourage parents to contribute their observations of their children to the assessment process. This recommendation has been fully addressed and partnership with parents and carers is now a major strength within the setting.

### **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 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**

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):

- ensure that younger babies have easy access to resources which promote mobility.

#### **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):

- encourage children to attempt writing for different purposes and in different play areas.

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)