

Cheeky Cherubs Pre School

Inspection report for early years provision

Unique Reference Number	EY216402
Inspection date	13 February 2008
Inspector	Linda Margaret Nicholls
Setting Address	Dagenham Parish Hall, Exeter Road, Dagenham, Essex, RM10 8TR
Telephone number	07729 921 824
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Registered person	Cheeky Cherubs
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?

Cheeky Cherubs Pre-school was registered in 2002. It is run by committee. It operates from a parish hall in Dagenham, Essex. A small outside play area at the side of the premises is available for outside play.

The group is registered for a maximum of 24 children. There are currently 20 children on roll of whom 17 are funded for nursery education. It is open four mornings weekly from 9.30 - 12.00, term time only. The group does not operate on Thursday. All staff members have early years qualifications and further training is being undertaken. The pre-school receives support from the Pre School Learning Alliance and Early Years Advisors.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about good health practice through every day experiences. They wash their hands after messy play and before eating snacks. They reach for tissues if they need them and put them in the bin provided. Children know to wear aprons when they paint and wear mop caps when they play with sand. Staff ensure play surfaces, toys and resources are clean, using anti-bacterial solutions as necessary. Clear and effective medical records are maintained. Accidents are recorded and signed. Children do not attend if they have an infectious disease, which helps prevent cross infection. Emergency consents and contact numbers are held should children become ill or there be an emergency.

Children enjoy a modest range of planned activities to develop their physical skills, such as pedalling wheeled resources, taking part in group games such as 'Simon Says' and shaking and lifting the parachute. Children do not have opportunities to independently extend their play outside during each session. They sing nursery rhymes and songs such as 'Wheels on the Bus'. Children know when they need a rest, they sit on mats and look at books in the book corner or sit at tables to play quietly. They develop hand and eye coordination. They use pencils, chalk and paint brushes, thread pasta shapes or twist and turn their wrists to fit puzzle pieces.

Children benefit from a range of healthy snacks such as fresh fruit, yogurt, biscuits and toast. However the group rotates these items one day each week so children do not have sufficient daily choice. Children know to sit to eat and chatter together happily with each other and adults. Children cannot contribute positively at snack time. They choose between fresh water or milk but do not pour their own drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely in a secure, organised environment. They easily negotiate space between activity areas such as the home corner, the water tray and the child height tables. The small outside play area is checked and made secure before use. Staff carry out a daily risk assessment of the premises before they set up equipment. Dividers are used to display posters and colourful examples of children's work. Children are directly supervised at all times. They make independent choices from accessible equipment such as storage units and free standing resources. Hazardous items are stored in the kitchen which children do not enter.

Children have a good understanding of how to keep themselves safe. They know to push chairs under the table and to walk rather than run between resources. An emergency evacuation plan is displayed and a practice record is maintained. Detection and containment equipment is fitted. Children are directly supervised and visitors' details are recorded.

Children are safeguarded because staff know the procedures to follow should they need to record any concerns. A detailed written statement is available, including the process to be followed should there be an allegation of abuse by a member of staff or other adult. Local and national contact numbers are displayed. Parents are informed of the provider's professional responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the preschool eagerly and make independent choices to play at the water tray or the kitchen corner, with construction blocks or to paint. They listen to staff read favourite books like 'The Very Hungry Caterpillar' and can name colours and shapes. Children enjoy singing to action rhymes and songs such as 'Five Currant Buns' and 'Five Little Monkeys'. They join staff to count how many children are present and recognise name cards at snack time. There are opportunities to make marks in a variety of media, including paint, chalk, sand and pencils, although they do not have daily opportunity to write for their own purpose during role play activities throughout the hall. Children grow in confidence because caring staff praise their successes and good behaviour. They happily dress up as wizards or princesses. They know their work is valued and attempt to write the letters of their names on their work. They enjoy chatting to each other and show they care for babies and others during role play in the kitchen corner and with dolls. Children learn about themselves and their local community from a variety of resources and activities celebrating annual events in their community.

NURSERY EDUCATION

The quality of teaching and learning is good. Staff effectively incorporate elements of the Birth to three matters framework and the early years goals of the Foundation Stage. They make dated observations and assessments to monitor children's progress. Next steps to learning are indicated although starting points and achievements at home are not recorded. Planning is displayed throughout the hall and general learning outcomes are clearly identified. Routine team meetings discuss and appraise whole group activities. Proposed training for staff is recorded in an operational file.

Children are stimulated as they play because staff plan engaging experiences with a creative use of resources. Caring staff work closely with children to meet their individual needs. Children laugh together as they sing and mirror movements to nursery songs and rhymes. Children judge volume as they put sand in containers or watch foam puzzle pieces float. They know the names of numbers and clap to the beats of music. Children develop a sense of time. They know when it is snack time, when to tidy away and when to put on coats for outside play or at the end of the session. Children explore their knowledge of the world through resources and activities such as walking in leaves or using the computer.

Children proudly identify their own work in displays and show paintings they have made. They declare confidently, 'I did it', when they complete puzzle sections. They show they care about others and play together happily. Children take responsibility for their own behaviour. Staff encourage them to tidy up before whole group activities such as outside play or snack time. Children cannot independently extend their play outside. They move confidently as they pedal wheeled resources or push buggies. Children choose songs and sing happily together as they sit on the mat near the book corner. Children develop good hand and eye coordination as they handle the sand, pressing it into pots or stack a tower of pegs. Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is good.

All children are welcomed and included in all activities by experienced, caring staff. Children have access to a good range of toys and resources which show positive images of race, culture and disability. Children show a sense of belonging as they talk with adults about people they know. They learn about their local community as they view photographs and words in other languages, scripts and symbols. Children's individual needs are met because staff receive appropriate induction, are suitably qualified and can support children with learning difficulties or disabilities.

Children learn self control and are considerate of others because staff reflect good role models, are aware of individual children's limits and praise them for behaviour they want. Children know how to keep themselves safe, they sit patiently at the snack table, take turns at activities and cooperate to tidy away toys. For example, two children carry a tray of construction cubes to the shelving stack. They recognise right from wrong because behaviour management methods are clear and consistent.

The partnership with parents is good. Children receive continuity of care because agreements and individual details are recorded and held secure. Information describing what children are learning is displayed for parents and daily events are shared between the home and the preschool. However, parents are not invited to describe their child's achievements prior to starting at the group. Parents report they are very happy with the group. Their children 'run in' to the hall, they say, and 'learn many new words'. The provider takes positive steps to ensure parents are kept well informed of all relevant policies and procedures. This includes a complaints procedure and contact details of the regulatory body. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The organisation is good. Children play enthusiastically in a stimulating environment with supportive adults who show they care. Session plans allow children time to make independent decisions, although they do not have opportunities to write for their own purpose or extend their play outside each day. Staff know children well, enjoy their company and creatively engage their imaginations. Children do not have opportunities to increase their independence and contribute to the management of snack time. The registered provider ensures adults working with children are suitable to do so. The registration certificate is displayed and all required documents are maintained. Children's welfare, care and learning are promoted.

The leadership and management is good. Staff are encouraged and supported in the application of the Birth to three matters framework and the learning goals of the early years curriculum. Professional qualifications and roles are not displayed for parents' information. Observations and assessments identify children's individual progress, although parents are not requested to identify their child's achievements prior to entry to the preschool. Parents are provided with regular information of their child's progress and next steps to learning. An effective operational plan identifies staff development and general training plans. 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 agreed to meet 10 recommendations. Children play safely, are supported and stimulated, because documents and procedures have been updated to meet current requirements and an operational plan is in place.

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.

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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 children are given opportunities to choose from a range of healthy snacks and extend their independence at snack time
- ensure qualifications and roles of staff members are displayed for parents information
- consider introducing a system to record children's achievements at home as a starting point to support further observation and assessment

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):

- ensure children are given opportunities to extend independently their play to the outside area and to write for their own purpose at role play areas throughout the hall.

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