

# Cherub Nurseries & Pre-Schools Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY276275
<b>Inspection date</b>	09 November 2007
<b>Inspector</b>	Rosemary Beyer
<b>Setting Address</b>	Woodmansey Mile, Beverley, HU17 8FF
<b>Telephone number</b>	01482 860289
<b>E-mail</b>	
<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 registered in 2004 and is situated on the southern outskirts of the town of Beverley in the county of East Yorkshire. It occupies new, purpose-built premises comprising separate playrooms for babies, two-year-olds and children aged from three to five years. There is a covered external play area, as well as a fully secure grassed area, for outside play.

There are currently 113 children aged from three months to eight years on roll. Of these, 30 children receive funding for nursery education. The nursery takes children from the town and the surrounding rural area. Children with learning difficulties and disabilities and children who speak English as an additional language are welcome to attend.

The nursery employs 21 staff, currently some staff are working in the nursery to due flooding in the sister nursery. Of these, 13 staff, including the manager hold appropriate early years qualifications.

The nursery is open Monday to Friday from 07.00 until 18.30, except Bank Holidays.

They have support from the local authority childcare coordinators and an advisory teacher.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

The staff employ excellent comprehensive hygiene practice thoroughly and consistently throughout the nursery. Children learn by their example how to protect themselves from infection. They wash their hands thoroughly after personal care or blowing their noses, and before food. The children know germs can make them ill but that they can get rid of them. They cover their mouths to prevent the spread of germs when sneezing or coughing and help themselves to tissues. The children discuss hygiene as an integral part of their day within the nursery. They have had a visit from the dental hygienist to discuss cleaning their teeth after food, and most of the children have a toothbrush which they use regularly.

Food preparation and serving is also completed with very good practice in place. All staff are very conscious of the need to prevent contamination and ensure food is cooked or stored at the correct temperatures. Children have a healthy varied diet, which takes account of any allergies or special dietary needs. All staff are made aware of children's allergies to ensure they are safe at all times. Menus are displayed for parents to see and discuss with staff. Snacks and meals usually include fruit and the children enjoy trying different types. They know they need to eat healthily to stay fit and well, and have a very good understanding of healthy and unhealthy food.

The children help themselves to water from individually labelled water bottles. Older ones mark a board to show when they have taken a drink which enables staff to monitor their liquid intake. At mealtimes they have the choice of milk or water. They know they get hot and thirsty after exercise.

Children who are ill are not accepted in the nursery, and the well written policy is made available to parents when children start to attend. Information about exclusion times is also available. Leaflets about health issues are displayed on the shelves of information for parents, including advice on meningitis, infectious diseases and healthy eating. If children are taken ill, they are comforted until parents arrive to collect them.

Clear procedures for the administration of medication and for the recording of accidents are available and consistently implemented. Staff have paediatric first aid certificates and well stocked first aid boxes close to hand. A clear procedure is also in place for staff to seek medical help or advice in an emergency, and to take a child to hospital if necessary. Staff know they do not give permission for any treatment.

The children enjoy fresh air through outside play in all weathers as the nursery has a covered area available as well as a grassed open area. They use warm jackets and boots provided by the nursery when playing outside, or if they are to play on the wet grass. In addition to playing at the nursery the older children develop their physical skills through the use of the local play areas, where large climbing and balancing equipment is available. The covered area also provides shade in the summer.

The children move around with excellent control and balance, using a wide range of large toys. They also build their own bridges and successfully negotiate around or across them. Babies and younger children also have daily opportunities to use the outside space, with appropriate resources made available for their stages of development. The older children are also able to

use tools and implements capably and confidently, while the younger ones are given advice and assistance where necessary. They all enjoy clay, paint, glue and mark making activities.

Babies are able to sleep in line with their own daily routines, either in cots or reclining chairs depending on their needs. They have a relaxed and comfortable environment where they are happy to rest, with staff monitoring them regularly. Older children are able to rest on large cushions or just to sit quietly if they need to do so.

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

The provision is good.

Staff are very safety conscious with security a high priority in the nursery. Parents also ensure their children are protected by following guidance on admitting other persons when they are entering or leaving the building. All visitors are asked for identification and their presence recorded. A safety document is completed with each visitor who is on the premises to ensure they are aware of the fire evacuation procedure and general safety requirements.

Fire evacuation procedures are displayed in each room and the equipment is readily available and checked annually. Fire drills are recorded appropriately but have not always been held in line with the policy guidance to ensure all staff and children are familiar with the procedure.

Risk assessments are completed for all areas of the nursery and for many activities, including use of the computer by the children and such things as sand, paint, play dough and gloop. Staff have the forms displayed with possible reactions to the materials and how these should be treated.

Children have access to a wide range of suitable equipment and resources. They access toys and activities safely and easily learning to use them with care and consideration. The older children tidy away after completing tasks to prevent accidents. They move chairs and furniture around safely, pushing chairs under the tables when they have finished. The premises meet the needs of the children very well although they do not have privacy for personal care in the toilet area.

Children are protected very well by the excellent knowledge staff have acquired of child protection. Some staff have attended recent training, and then shared the knowledge at their regular meetings. The comprehensive policies and procedures have been updated to take account of the recent changes, and the contact details of the Local Safeguarding Children Board are readily available. They have experience of referrals and notification of Ofsted which is part of their procedure.

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

The provision is good.

Staff have a very good understanding of the 'Birth to three matters' framework. The children and babies enjoy a wide range of activities planned to suit their individual development needs, to provide fun while they are learning.

The babies are settled and happy with the staff, who build good relationships with both the babies and their parents. Staff display the daily routine and the activities for parents to see, then include details in the babies' daily diaries. The babies use a wide range of musical toys, books and simple puzzles. They have opportunities to try paint and play dough as well as

experimenting with texture by use of different materials, such as sand, gloop and jelly. They also have a treasure basket with different ribbons and fabrics, however, they have few opportunities to use natural materials or different shapes.

The activities available for the toddlers are displayed for parents to see, and include resources appropriate to their stage of development. They are all settled and happy with the staff, are starting to make friends with other children present and are gaining confidence. They are becoming more independent as they choose resources for themselves from the wide range on offer. The younger children enjoy music, both singing or playing instruments. They also like to listen to music tapes and stories.

The children choose messy play activities freely, with paint and sand or playdough available all the time. They have regular use of the outside area with ride-on toys to promote their physical development. The toddlers also enjoy puzzles and construction toys as well as role play in the home corner.

## Nursery Education

The quality of teaching and learning is good.

The staff have a very good understanding of the Foundation Stage. They produce comprehensive planning to ensure activities cover all the areas of learning and support children through the stepping stones. The themed activities are monitored and adapted according to the children's needs, and staff amend their expectations to take account of the children's developmental stage. Key workers monitor children's progress through weekly observations and are aware of any concerns or problems. Activities are developed through observations of children's play, such as the creation of a petrol pump from a box after they had been pretending to fill their cars, and the buckets, sponges and water which they then used for a car wash.

Individual profiles are developed for each of the children with samples of work, photographs and development charts included. These files are made available to parents on a regular basis.

The rooms are divided into different areas and the children choose where they wish to play, with free access some of the time to the outside covered area. The children enter the nursery very enthusiastically, keen to see what is on offer and to learn new things. They are sociable, cooperate very well when playing, such as role playing as hairdressers, and support each other if they have difficulties with the computer or other games.

The children are very articulate and are developing their vocabulary well through conversations with staff. They discuss activities throughout the day to make the children think and improve their communication skills. The children are confident about speaking to visitors and say they like the range of activities provided, also that they can choose what to do or make suggestions to develop their own interests.

During activities the children are developing a good use of mathematical language, sort and recognise numbers and shapes, and are able to count confidently to 12. As part of their regular topic work about France the children are also starting to count in French.

The children produce some very imaginative art work, including displays of Rangoli patterns and clay lamps for Diwali. They also thoroughly enjoy role play activities and music, and use a good range of musical instruments to accompany their singing.

The children sit quietly to listen to stories and can anticipate what will happen in different tales. They use puppets to tell stories to each other. All the children recognise their own names, and most write them recognisably. If they are unsure they help themselves to their name cards for assistance. They also recognise the sounds of the first letters of their names and those of their friends, and through successfully implemented phonics work, some of the children are able to read simple words. They use mark making materials confidently and independently, making appointments at the hairdressers or lists for the shop as well as drawing.

Children are developing their understanding of technology well, and use the computer, the CD player and other programmable toys confidently, although they ask for help if they need it.

Their knowledge of the local community is developing well. They have visits from the police and fire service, also a dental nurse all of whom help them to learn to look after themselves. The children are also learning to eat healthily and as part of the topic have grown some vegetables in the garden. The outside area is still evolving to provide a good range of activities to support children knowledge of the natural world. They have tried a wide range of different fruits and vegetables, and this has introduced them to other countries as they discuss the source of the fruits they like.

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

The provision is good.

The nursery has a comprehensive policy for equal opportunities and the inclusion of parents, children and staff. They have used the recent evaluation of their practice to assess their success at widening children's knowledge of diversity, and have obtained more resources and developed the activities they provide. Advice is sought from parents wherever possible to ensure the activities are correctly explained and managed. The recent Diwali celebrations introduced children to new ideas, such as the hand paintings, clay lamps and sweets.

Pictures and labelling are used to support children's understanding that there are other religions, clothing and languages. The children also enjoy dressing up and music from other countries. The staff ensure parents and children with English as an additional language are supported and able to participate fully within the nursery.

The nursery also has an inclusive policy for children with learning difficulties or disabilities. The premises are suitable and facilities either immediately available or obtained after discussion with parents and outside agencies. Individual learning plans are created where necessary, and the children's progress effectively monitored. A designated member of staff has responsibility for ensuring the children's needs are met and good communication with parents and support workers continues.

Children behave very well. They are very polite, developing excellent manners through encouragement and good role models provided by staff. The children wait until other people have finished speaking before speaking themselves, or ask politely if they may interrupt. At mealtimes the children sit sociably together, chatting to their friends or the staff while they eat. The older children are very cooperative in their play, take turns and support each other.

Partnership with parents and carers is outstanding.

Parents receive an excellent introductory brochure with information about the setting, what they and their children can expect from the staff and also information about the activities

provided to help children learn and progress. They also complete a registration form and a profile to give staff information about the child's development, interests and likes or dislikes when starting the nursery. For children under two years of age a 'Help me to settle at nursery' form is completed. The necessary permissions for staff to seek medical help or advice in an emergency, to take children on outings in the locality and for photographs and observations are also in place.

Parents are asked to complete a questionnaire after their children have attended for two months to gauge their satisfaction with the setting. This enables staff to monitor their settling-in procedures for both parents and children. An annual questionnaire is circulated for all parents and used to aid further development and future plans. Parents are welcome to participate in outings or special activities, or to provide and share any specialist knowledge they may have.

Routines and plans are displayed for parents to see and discuss in each room. A weekly plan is displayed in the entrance hall for parents of the nursery education children which includes ideas for activities at home to support their learning in the nursery and also for parents to make suggestions for additional activities staff can introduce in the nursery within the theme. Children's progress files are sent home every three months and parents are able to make comments or raise concerns to the key workers or other members of staff.

Daily diaries are completed for the babies to keep parents informed of sleep, nappies and food as well as activities. The staff ensure every parent has a verbal update of their child's day when they collect, whatever the age of the child

The parents spoken to during the inspection expressed great satisfaction with the care and education their children receive. They are confident they are safe and well looked after by the staff. Their children are happy to attend and reluctant to leave when exciting activities are on offer. The parents like the opportunities offered to visit the nursery and the Open Evenings. They know how to make complaints or raise concerns should they have them as the procedure is displayed in the entrance hall.

Children spoken to during the inspection like the staff, who look after them well. They also like the toys they can use and enjoy painting, stories and playing outside. Meals are good too, and they like trying different foods and fruit. They enjoy being with their friends and making new ones.

The children's social, moral, spiritual and cultural development is fostered. They learn to treat each other as individuals and with equal respect whatever the differences between them. Their consideration of others is good and they are developing very good manners. They know other people have different beliefs and lives, and are developing a good understanding of right and wrong .

## **Organisation**

The organisation is good.

Leadership and management of the nursery is good. Robust systems are in place for employment of staff. Currently 21 staff are working in the nursery as some staff and children have transferred due to flooding at a sister nursery. The usual staff group includes four qualified staff, two working towards appropriate childcare qualifications and one unqualified but experienced worker. There is an expectation that staff will undertake training to further their own personal development and further improve their practice within the nursery.

The nursery has clear aims and objectives which are supported by the regularly reviewed comprehensive policies and procedures to ensure the children are cared for in a safely and efficiently managed setting where their needs and safety are paramount.

The staff work extremely well as a team, keeping each other informed where they are in the rooms and what they are doing to ensure good supervision. They make the most of their individual skills and interests when developing activities. They inform the key workers of any achievements or special items of interest they have seen which should be recorded in the children's profiles.

Staff complete self evaluation forms for the setting every three months when they discuss the current standard of care provided and also how they progressed since the last evaluation. They then make suggestions for future development, whether equipment, changes to practice or training needs, and an action plan is produced.

The registration certificate is on display and the conditions respected, with staff ensuring good supervision. They notify Ofsted of any changes or significant events. Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection the inspector asked the nursery to pursue ways of providing privacy for the children in the toilet area, this is still being considered.

### **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):

- improve the children's toilet facilities, paying particular attention to promoting children's privacy
- ensure staff and children become familiar with the fire evacuation procedures by implementing the nursery policy effectively



- develop opportunities for babies to use natural materials.

### **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):

- continue the development of the outside area to support the children's knowledge of the natural world.

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)