

Cherubs Kindergarten

Inspection report for early years provision

Unique Reference Number	319363
Inspection date	27 November 2007
Inspector	Ingrid Szczerban
Setting Address	Chapel Cottage, 18 Cragg Hill, Horsforth, Leeds, West Yorkshire, LS18 4NU
Telephone number	0113 2591539
E-mail	
Registered person	Sandra Morgan
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?

Cherubs Kindergarten was registered in 1992. It is privately owned and serves mainly the local community. It operates from a large room in a converted chapel, which incorporates a baby area, and an area for children aged two to five years. A separate quiet room is predominantly used by the older children, before and after school. An upstairs room is available for funded children to receive the Montessori method of teaching. There is an enclosed outdoor play area.

A maximum of 30 children may attend at any one time. There are currently 24 children, from eight months to eight years on roll. This includes seven children who receive funding for nursery education. Children attend for a variety of sessions.

The group opens Monday to Friday, from 8.00 to 18.00, all year round except Bank Holidays. The nursery is a member of the National Day Nurseries Association and the Leeds Nursery Network. There are nine staff employed at the Kindergarten, the majority of which hold relevant childcare qualifications. In addition, the manager holds the Montessori Teaching qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children develop an understanding of basic hygiene, they wash their hands after toileting and before eating. In the main, children's health is protected through the use of appropriate hygiene practices, such as implementing the sickness policy and the regular washing of toys and equipment. However, children do not always use separate hand towels, which exposes them to the risk of cross infection. Records relating to medication and accidents, are meticulously kept and are countersigned by the parents. A number of staff hold a current first aid certificate and parental consents are kept for any necessary emergency medical treatment.

Children are provided with regular drinks and food, in adequate quantities for their needs. Fresh drinking water is always available and children eat fresh fruit each day, so that they learn healthy eating habits. The individual dietary needs of children are fully considered to promote their wellbeing.

Children enjoy a range of physical activities, which contributes to their good health. They have access to physical activities outdoors; such as the use of small bikes, climbing frames, slides, bats and balls. However, children are restricted in the use of their large physical skills, through the lack of frequent use of the outdoor play area. Children rest and sleep according to their individual needs, so that they remain healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children's own art work is prominently displayed, which enhances their sense of belonging and creates a welcoming environment. Children move around safely and freely in the well organised setting, where risks are identified and minimised by staff, through generally good practices. There are satisfactory risk assessments in place, but these are not always effectively implemented. For instance, a corner of the carpet in the creative area, is rolled up at the edge and presents a tripping hazard.

Children learn about road safety on local outings and through themed activities. Access to the provision is monitored well through a key pad lock on the door, to protect children from unknown visitors. Children use a varied range of safe, good quality, developmentally appropriate toys and equipment, which helps to keep them from harm. Many toys are stored or set out at child height, to enable self-selection and foster independence.

Children's welfare is protected, because the staff have a sound knowledge and understanding of child protection issues, having attended training. The duty to report any concerns is shared with parents prior to admission.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and confident. They enjoy free access to a range of play provision and resources, where they are supported through a balance of adult-led and self-initiated activities. Regardless of age, all children benefit from the themed and planned activities, that are organised

to promote their learning and development. Staff have a good knowledge of the individual care needs of children and provide them with good levels of support and reassurance.

Babies care needs are met well and individual routines for eating and sleeping are adhered to. Toddlers show good levels of concentration, listening to stories and joining in action songs, such as 'Twinkle, twinkle little star', with great enthusiasm. This helps to enhance their language and communication skills. They are interested in using natural materials and display perseverance, as they fill and empty containers with water. Children are free to choose to play with what interests them and are supported well by staff.

Nursery Education.

The quality of teaching and learning is satisfactory. Key staff have a satisfactory knowledge of the Curriculum Guidance for the Foundation Stage and of how children learn effectively. They challenge children by using appropriate questioning, to encourage them to think and respond in their own words. Plans of activities consistently cover the six areas of learning and are implemented flexibly to reflect children's interests and ideas. Children's development records are linked to the stepping stones, but observations and assessments are not used to inform planning. This results in a lack of clarity about the next steps for individual children's learning. The Montessori teaching method is used with children from the second term onwards. The sessions are used to enhance children's progress in the early learning goals.

Overall, the children are making steady progress in all areas of learning. They are happy to attend the setting and enter the playroom confidently, as they seek out friends or their favourite activities. They display high levels of involvement in the activities and spend a good deal of time, with groups of friends, at their chosen activities. For instance, building and running trains on a track. Children's emergent reading and writing skills are developing well. They know how to handle books appropriately, turning pages from left to right. More able children are beginning to write recognisable letters of the alphabet and can write their own names. Children talk freely about their home life and their siblings.

Planned activities and everyday situations are used to promote children's understanding of mathematics. They count during singing sessions and can recognise shapes, such as stars and squares in everyday objects, when using craft materials. They learn how to measure and record their height and the girth of trees. Children are introduced to the natural world that they live in through a range of planned activities, such as growing seeds, learning about different means of transport and going on local nature walks. They learn about technology and can use simple programs on the computer.

Children enjoy exploring a range of creative materials, such as felt pens, collage, sand and water. They access these materials to represent their feelings, thoughts and ideas. Children enjoy listening to music, as they sing songs and perform the appropriate actions during circle time. They confidently take part in imaginative play and re-enact situations they have previously been involved in, such as shopping. Children move freely with pleasure and confidence. However, children are restricted in the use of their large physical skills, through the lack of frequent use of the outdoor play area. Children have generally good fine manipulative skills. They use tools, such as felt pens, glue spatulas and scissors most effectively, but do not use cutlery correctly.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are met and their welfare is promoted through a variety of means, including information received from parents at the gradual induction of the child. Children are beginning to learn about the wider world and people's differences and similarities, through activities and resources that represent positive images of diversity in society. There are suitable systems in place to support children with learning and physical disabilities.

The staff have a good awareness of positive behaviour management techniques, to enhance children's wellbeing and their social development. Children are beginning to learn to cooperate, share and take turns. They are rewarded for their efforts with lots of praise and encouragement. This boosts children's self esteem and confidence. Children are valued and respected, as a result they are well behaved and polite. Children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents and carers is satisfactory. Parent notice boards contain information about planned activities and themes. Parents receive ongoing verbal feedback regarding their child and how they are progressing. Parents receive clear information about the setting regarding their policies and procedures, including the procedure on how to complain. Satisfactory arrangements are made to share children's development records with parents, they are invited to look at the records at any time. For those children receiving nursery education, parents are encouraged to extend learning at home, to further promote and enrich their child's development.

Organisation

The organisation is satisfactory.

Space and deployment of staff are used effectively, to meet the needs of the children and to enhance their wellbeing. Children are given high levels of individual attention. There are satisfactory procedures in place to vet staff, to ensure that they are suitable to care for children. Adult to child ratios are consistently maintained and staff are suitably qualified in early years.

Leadership and management within the setting is satisfactory. Staff are supported through an appraisal system, regular staff meetings and on-training is promoted. Suitable systems are in place for monitoring the provision of nursery education and to reflect on the practice within the setting. The manager has arranged for a key member of staff to work with a local primary school teacher, in order to enhance the delivery of nursery education for the children. Strengths and weaknesses are identified and appropriate steps are taken to instigate changes. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Following the last inspection, recommendations were made regarding documentation and equal opportunities. The provider has addressed the recommendations, to improve the welfare and learning opportunities of children. All visitors to the premises are now recorded in the daily diary and the contact details for the regulator are available to parents, should they wish to make a complaint. Resources for younger children to use on the computer have been acquired and age-appropriate software is available.

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 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 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 children use separate hand towels
- consistently apply the procedures which are identified in the risk assessments, (tripping hazard of the carpet).

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):

- increase the use of the outdoor play area as part of the daily routine
- use observations and assessments to clearly identify the next steps for individual children's learning
- extend the development of children's fine physical skills at mealtimes.

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