

Cherubins Day Nursery

Inspection report for early years provision

Unique reference number	EY379922
Inspection date	09/12/2008
Inspector	Mauvene Burke
Setting address	48 Palace Road, LONDON, SW2 3NJ
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Cherubins Day Nursery is a privately owned nursery and out of school care provision. It opened in 2004 and re-registered in 2008 and operates from nine separate rooms according to age, and includes the basement which is used for the out of school club. The nursery operates from a detached grade II listed building situated on a residential road in Streatham Hill, in the London borough of Lambeth. The hours of opening are Monday to Friday for 51 weeks a year from 07:30 to 19:00. All children share access to a secure enclosed outdoor play area. A maximum of 97 children may attend the nursery at any one time.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 104 children aged from birth to under five years on roll. The nursery currently supports children with learning difficulties and disabilities along with a number of children who speak English as an additional language. Children come from the local and surrounding areas. The nursery employs 35 staff, of whom all but one hold appropriate early years qualifications. The nursery receives support from the local authority Early Years team.

Overall effectiveness of the early years provision

Children are well cared for by an extremely well organised and well established staff team who are led by a dynamic manager. Good systems for recording information from parents are in place, which helps to promote continuity of care and provide staff with details of children's interests from home. Children's individual backgrounds are very much valued and acknowledged and the environment is inclusive and organised. Children are making good progress towards the early learning goals. The manager and staff team have systems in place to evaluate the service in order to make continuous improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- encourage children's own ideas and creativity by ensuring staff allow children to create their own designs so they can see an end-product of their own work
- continue to develop partnerships with others and share information where children receive care and education in more than one setting
- ensure that reasonable steps are taken to ensure the safety of children, staff and others in the case of a fire whilst using the basement and that there are clearly defined procedures for the emergency evacuation of the premises.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a written record of the outcome of complaints is kept (Safeguarding and promoting

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children's welfare) (also applies to the compulsory and voluntary parts of the Childcare register)

The leadership and management of the early years provision

There is strong and clear leadership and management of the setting. Well-articulated aims are achieved in practice because the staff are skilful and work very well as a team guided by a confident and well-informed management team. There is a strong team spirit and staff throughout the nursery work in a consistent manner. They have a shared purpose and collaborative approach to children's welfare and education based on the principles of the Early Years Foundation Stage. There is a strong commitment to improvement and training and the professional development of staff. The setting recognises that self-evaluation is the key to continuous improvement and have put in place a rigorous system to assess their provision, which entails getting the views of the parents and staff.

Stringent recruitment procedures ensure that staff are suitable at the time of appointment. Additional systems have been devised to ensure that staff continue to be suitable throughout their employment. Detailed risk assessments are in place to ensure that children are kept safe at all times. Nonetheless, children using the basement may be at risk if there was a fire at the top of either of both the stairs, as these are the only possible means of escape. Resources and equipment are well maintained and of a good proportion in all rooms. Policies and procedures are clear and reflect the practice within the setting and all staff are familiar with them. The safeguarding policy contains most of the relevant information and staff have a clear understanding of their responsibility.

There is a strong commitment to inclusion which ensures that the needs of all children are gathered in detail at the time of placement. There is exceptional support in place for children who have learning difficulties or English as a second language, which ensures that these children are included in all activities. Staff work in partnership with parents and outside agencies to ensure that children gain as much as possible from activities.

Links with parents have been strongly forged through initial meetings, newsletters, 'Home books' for passing on information, and opportunities to attend performances and activities that their children are involved in, and through other 'social gatherings'. Parents are invited to give their views of the nursery and they speak very highly of it. Parents are made aware of how to make a complaint should they wish to do so, however, although there are clear procedures in place, there is no written record kept of the outcome of complaints. This is a requirement of registration. Systems to work with other settings that children may attend are in the very early stages of development.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals and are enthusiastic, motivated and confident learners. They are happy and secure and enjoy their time at the setting and are always purposefully engaged in play. There is a good mix of adult-led and free play activities throughout the session. Frequent spontaneous and focused observations give a good amount of information about what children can do. This information is then successfully used to identify clear targets in each area of learning, which is shared with parents. This fully promotes children's learning and development as parents are able to link into this at home.

Children's confidence and self-esteem is built up by staff who are sensitive to their needs and who know them well. They are encouraged to be independent and can choose between activities, whilst learning to take-turns, such as when they are sharing out the fruits. Children are keen to communicate with staff either through the use of signs, gesture or talk. They listen to familiar stories and enjoy looking at the good selection of books on offer. Pre-school children recognise their first names and are beginning to write correctly formed letters. Children draw on their experiences and imagination as they play hairdressers using the stickle bricks as combs, cooking vegetables for dinner and making cars out of large cardboard boxes. They have good opportunities to explore colour, shape and texture. However, children are not always given the opportunity to develop their own designs, for example, there is an over-dependency on templates which are created by the staff. Treasure baskets and trays filled with shredded paper allows babies to explore and investigate, allowing them to discover mark-making by chance.

Children's safety is well promoted within the setting. Security of the setting is good, ensuring that children are unable to leave unsupervised and all visitors are recorded as they enter. Children are beginning to show a good understanding of their own safety, for example, they hold onto the handrail as they walk up and down the stairs. The good hygiene procedures that are in place promotes children's health and welfare. Children behave well and are learning to share, regardless of their age and level of understanding. For example, toddlers show an awareness of their own and other's belongings and will give a favourite toy to a child if they are upset. Good opportunities are in place for children to learn about their community and the lifestyle of others through the celebration of festivals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 23/12/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 23/12/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.