

Cherubs Pre-School Nursery

Inspection report for early years provision

Unique reference number	100503
Inspection date	09/06/2009
Inspector	Deborah Page
Setting address	St. Albans Church Hall, Linwood Road, Bournemouth, Dorset, BH9 1DW
Telephone number	01202 531515
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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 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

Cherubs Pre-School Nursery has been registered since 1995 and is run by a private provider. The group operates from St Alban's Church hall, which is approximately two miles from Bournemouth town centre. Children have access to a large hall, for play activities, and a smaller hall for stories and quiet times. There is an enclosed garden area for outdoor play.

The setting is open from 09:00 until 13:00, Monday to Friday, and from 13.30 until 17:30 on Mondays and Fridays. The setting is closed during bank holidays and approximately ten days over the Christmas holiday period, as well as two weeks at the end of August.

The group is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 26 children may attend the setting at any-one time. There are currently 75 children on roll. Of these, 46 children are in receipt of government funding for nursery education. The group supports children for whom English is an additional language.

A total of eight staff, including the manager, work directly with the children. Of these, four staff hold relevant early years qualifications. One member of staff is currently working towards an early years qualification. The setting is supported by Bournemouth Early Years.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children have the opportunity to participate in a variety of planned activities. Generally staff consider the individual needs of children when planning activities to ensure they are fully included and supported in their learning and development. However, systems to support children with English as an additional language are less effective. The monitoring systems in place to evaluate the provision are adequate.

What steps need to be taken to improve provision further?

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

- organise routines to meet individual needs and interests of children
- consistently use observations to inform assessments and planning for children's next steps in their learning
- develop systems to liaise with other early years settings children attend to promote continuity of care and education
- develop relationships between key staff and parents
- continue to develop robust recruitment systems with particular regard to the health of staff
- ensure children with English as an additional language are supported and develop the use of children's home language to support communication.

The leadership and management of the early years provision

All required policies and procedures are in place which promotes children's safety and welfare. Staff have a good understanding of child protection issues and attend ongoing training which contributes towards safeguarding children. However, systems to ensure staff are suitable are not sufficiently robust as the health of individuals is not assessed. Risk assessments are regularly completed and although staff are aware of potential hazards such as a cracked table it has not been effectively assessed and remains a hazard. The setting have devised some basic systems to monitor and evaluate all aspects of the provision. Staff have addressed most of the previous recommendations to support children's learning. However, at times some issues remain such as the effectiveness of some teaching methods that do not fully support children in their activities.

Key persons who monitor children's progress relate well with children. The manager welcomes parents to discuss any issues at any time. However, there are limited opportunities for parents to talk with their child's key person to support and be fully involved in their care and learning. Staff provide parents with brief written daily information of children's activities and parents receive regular newsletters. Parents report they are happy with the care and education children receive. Staff act on parent's comments about the provision which contributes to the evaluation and monitoring systems. Staff have not yet established links with other early years settings children attend to help promote continuity of care and learning for them.

The quality and standards of the early years provision

Children are happy and settled and relate well with staff. They have access to a variety of planned activities which contributes to their learning and development. Children are able to freely access creative resources and enjoy showing others what they make which boosts their self-esteem. They learn about the letter sound of the day in smaller groups and some children initiate their own role play as they pretend to be teachers. Children learn about nature as they care for vegetables that they are growing. They enjoy singing songs and action rhymes. Children are happy to take turns when using talking pens as they listen to the sounds of the instruments. Children are reminded to share, which is a golden rule, but they are not reminded of good manners as snacks are distributed. Staff plan and provide a range of activities and play opportunities. However, staff do not always consider the needs of the more able children when planning some activities. Staff generally evaluate most activities to ensure individual needs are met however, some routine activities have not been evaluated effectively. For example, during story time younger children lose interest as they cannot see the book and other children are interrupted and do not hear the end of the story. At times systems to support children's individual progress are not consistent as some observations are not used to inform the future planning of activities.

Children's health and safety is satisfactory promoted. They benefit from the safety equipment in place to ensure they can play safely. However, although children are

reminded to be safe when they all access the climbing frame the needs of some younger children are not fully supported. Children take part in evacuation practices which helps them learn what to do in an emergency situation. Children have the opportunity to play outdoors. They enjoy practising races for sports day and games such as the "farmer's in his den". Children wash their hands regularly in large groups however, at times there is confusion as they all try to access the one bottle of soap. Staff miss opportunities to talk to the children about why they wash their hands. Children's independence is supported as they take it in turns to pour the drinks at snack time and distribute the fruit. Risk of germs is not minimised as children help themselves to a shared plate of sliced fruit and put their hands in their mouths.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

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

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Annex B: the Childcare Register

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

Met