

Cherubs Day Nursery

Inspection report for early years provision

Unique reference number	EY347048
Inspection date	20/08/2009
Inspector	Catherine Greenwood
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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 Day Nursery is privately owned by Cherubs Kindergartens Limited. It was registered in 2001. It operates from self-contained premises off a main road in Cove, Farnborough, Hampshire. Children are accommodated on two floors, comprising of two base rooms for older children, messy play area, quiet room, separate baby room upstairs and sleep rooms. There is a secure outdoor play area. The nursery serves the needs of families in the area and the local business community.

The nursery is registered on the Early Years Register, compulsory Childcare Register and voluntary Childcare Register. A maximum of 38 children may attend the nursery at any one time. There are currently 47 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery operates each weekday from 08.00am to 06.00pm, and 05.30pm on Fridays, excluding Christmas and Bank Holidays.

There are seven full time staff currently working with the children; six staff hold a recognised early years qualification and professional development is ongoing for all staff. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress in their learning and enjoy their time in the nursery. Staff know each child extremely well, and are very observant and responsive to their individual needs. Good teamwork, communication and effective liaison with parents and other agencies means that children with special educational needs are well supported and fully included. Self-evaluation is an integral part of staff practice, which is extended by an overview from the owner about what the setting does well and what needs to improve.

What steps need to be taken to improve provision further?

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

- ensure the next step for children's learning is consistently identified in all areas of development through making better use of the Early Years Foundation Stage guidance
- provide regular formal opportunities to meet with parents to record children's developmental starting points and discuss and share assessment records
- improve the range of accessible and visual resources that reflect positive images of differences

The leadership and management of the early years provision

The managerial knowledge of how the nursery operates and skill in juggling responsibility, means the nursery runs very smoothly. The nursery has a receptive approach to suggestions made by parents that improve outcomes for children. For example, a child's handrail has been installed to assist with negotiating the stairs to the baby unit and the outside play area has been improved through fitting an all weather surface and paving. However, staff views are not currently incorporated within the written self-assessment. Actions and recommendations since the last inspection have been implemented.

The nursery embraces parents' involvement, for example, through family outings and social events. Parents' comments about the provision are extremely positive, particularly in relation to 'how happy their children are'. There is a good 'two-way flow of information' about children's individual needs and learning, which means they are provided with continuity of care. Parents have access to their children's developmental records and receive newsletters and written progress reports, although no formal meetings currently take place to discuss the next step for children's learning. Documentation is well organised and used effectively in practice, for example, to ensure children's welfare is fully safeguarded.

The quality and standards of the early years provision

Children's progress towards the early learning goals is good. Comprehensive observations identify what children know and understand and what they enjoy within their play. Staff use this to build on children's development within future activities, and make good use of children's experiences and interests outside of the nursery to link to well organised planning. All staff have a good knowledge of what they want each child to achieve next and the importance of ensuring that all children are sensitively encouraged to take part in activities. This shared information between key workers means that staff know each child well and help to support each other with meeting their individual needs. However, on entry to the nursery, children's starting points are not recorded and assessment records do not identify the next step for learning in all areas of development.

Children are very well behaved, and staff respond in a considerate and fair way when there are any minor incidents. Children use language to organise their thinking and show very good self-confidence in their communication with each other and adults. They are extremely keen to talk about their own experiences and share what they already know, in response to questions that capture their interest. For example, during story times, they talk about spiders, say they 'don't like caterpillars', and know that fish live under the sea. Children really enjoy listening to stories as part of large and small groups. They concentrate well and show great enthusiasm as they name and count objects they see within books, such as starfish, divers and barnacles. Staff are aware of children who need to be 'stretched' in their learning, and ask some questions that are more challenging. Children develop the early skills of writing through meaningful, practical experiences, such as letter formation in cooked custard, and some older and more

able children can write their name, with most letters correctly formed. Photographs show that children use writing for different purposes, such as when they make marks in pretend appointment books in a hairdressers role play area.

Children learn about the features of living things through bringing their pets to the nursery, such as tortoises, and as they plant and look after fruit, vegetables and flowers. Staff make good use of these resources for discussions about differences in size and texture, as children try the food they have grown. Photographs show children developing computer skills. Children learn about the role of people within the community through visits from the fire service, police and community officer, although regular outings within the local area are infrequent. Planned activities relate to different cultural festivals which enable children to learn about differences, although the range of accessible resources are insufficient and do not embrace disability.

Children use mathematical language within their play. For example, as they count during story times and when using construction resources, such as Lego and building blocks. Planning identifies learning objectives, such as 'how many legs does an octopus have?', although shape, weight, capacity and measurement activities and questions are not always included. Children enjoy physical activity, for example, as they use the outside play area to throw, catch and kick footballs to staff and each other. Children improve their large motor skills as they use climbing apparatus and match movements to music as they follow instructions on a 'sticky kids' CD.

Children enjoy playing with sand and water, and staff make other media such as rice pudding, soil, jelly and play dough available at various times. However, the accessible toys in the baby room are predominately plastic and do not always promote opportunities for babies and younger children to develop their senses. Children use their imagination within different areas of play, such as building 'dog kennels' from Lego and when they are in the hairdresser's role play corner. However, the resources that are usually available in the home corner do not draw children into this area of play. Children develop their creativity as they paint freely and make attractive large scale collages using cardboard boxes, although, the overemphasis on presenting them with pre-cut pictures to decorate means they have insufficient opportunity to create their own designs.

Children's health is fully promoted through meals and snacks which include fresh fruit and drinks, although water is not made easily accessible for the children to help themselves at all times. Children enjoy the food provided and eat well. Their individual dietary needs are well known and adhered to by an outside catering service. Good use of a daily health and safety checklist means that children are kept safe and hazards reduced. For example, careful attention is given to ensuring the premises, including the outside play area, are secure.

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?	2
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?	2
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?	2
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

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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

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