

Little Cherubs Day Nursery

Inspection report for early years provision

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Inspection date

25/11/2009

Inspector

Jan Leo

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Little Cherubs Day Nursery opened in 2000 and re-registered under new ownership in 2006. It is a privately owned setting and operates from St Mary and St Georges Church hall in High Wycombe. The nursery has use of two rooms, a kitchen and toilets. A maximum of 40 children may attend the nursery at any one time. The nursery is opened each weekday from 7.45am until 6.15pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 66 children on roll and all are in the early years age range. Of these, 28 children receive funding for early education. The nursery serves the local community and surrounding areas. It supports a number of children with special educational needs and/or disabilities and 18 children who have English as an additional language.

There are 17 members of staff who work directly with the children and of these, 12 hold relevant early years qualifications at level 2 or above. A further five members of staff are working towards a qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Excellent partnerships with parents and children's other carers enable the staff to effectively meet the needs of those who use the service and tailor care and development to suit the individual child. Robust health and safety procedures are in place to reduce hazards and maintain children's well-being but some staff are a little uncertain of how to respond to child protection issues without consulting management. All staff build close bonds with the children to make sure they feel safe and become confident and sociable young people. Strong leadership and management helps build effective team working and all staff contribute to the ongoing development of the service. The policies and procedures are well thought through and staff implement them effectively to keep standards high in all areas. The level of detail in some of the paperwork is variable, reducing its value slightly.

What steps need to be taken to improve provision further?

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

- include contact information in the child protection policy and ensure all staff know how to refer concerns without the need for advice
- improve the value of paperwork by consistently including detail to show how activities link to the areas of learning, to highlight activities for children's next steps, and to show review dates in health and safety documents.

The effectiveness of leadership and management of the early years provision

All staff understand their responsibility to safeguard children from harm. The nursery has a clearly detailed policy and designated staff member to take the lead when concerns about children's safety arise. All staff learn about the internal procedure routinely, as part of their induction and act accordingly to keep children safe. Some staff currently lack the confidence to refer concerns to outside professionals on their own, if necessary, without first seeking advice. The staff conduct effective risk assessments and routinely teach children to play safely in order to avoid accidents and help them learn good practice for the future. The staff join in play to supervise and support activities, deploying themselves well to protect children from harm.

The staff put a great deal of emphasis on developing links with parents, children's other carers, and health professionals in order to create a very effective partnership of care and fully meet the needs of those who attend. An 'open door' policy exists to ensure parents feel welcome and encourage sharing of information. Parents have opportunities to see what their children do through video links, direct to the nursery, and recorded observations in a range of formats. The policies and essential documentation are freely available in the entrance hall and parents receive a comprehensive welcome pack of information about the service, including a DVD of policies if they wish. Regular parents meetings keep adults up to date with their children's progress and interpreters help information exchange, whenever necessary, to avoid anyone being disadvantaged by communication difficulties. The provider has designed a booklet to build communication between other groups and childminders used by the children, in order to enhance what they do elsewhere and develop a consistent approach to their learning and development. Those requiring additional input in order to reach their full potential receive the support they need from staff and health professionals assisting their development. For example, physiotherapists visit to teach staff exercise techniques to help children overcome mobility problems, and all staff willingly learn these strategies to develop their own skills and contribute consistently to the children's progress. Staff encourage feedback from parents and children to ensure the nursery continues to suit their requirements, and they constantly monitor effectiveness and adapt practice as circumstances change. Robust recruitment and induction procedures result in good team work where everyone strives to develop and improve in order to raise standards for the children.

The quality and standards of the early years provision and outcomes for children

The children settle into play easily and feel very comfortable in the care of their key workers. All staff get to know the children well to build on their feeling of security and as a result, the children feel safe and grow in confidence. Babies and toddlers happily explore their surroundings while receiving encouragement to climb, stand and move around the room. The staff sit on the floor to develop a sense of nearness and routinely join in play to help children develop and learn.

They clap to show pleasure in young children's achievements, talk softly to children using their name, use eye contact to ensure all feel special, and cuddle and stroke children to help them feel loved and secure. As a result, babies and toddlers are relaxed, developing curiosity about the things they see, and becoming confident in all they do. They paint and sing to develop their creative skills, build towers with bricks to develop co-ordination and understanding of space and position, and they climb over soft blocks to develop their physical skills. The staff interact constantly to explain things to the children and help them make sense of the world around them, consistently repeating words to promote language and listening skills.

The older children also learn through play and staff skilfully develop their ideas to bring in other areas of learning and make sure learning is relevant. For example, when children play outside on tricycles they get in a jumble. 'Oh no, a traffic jam' said the member of staff and proceeded to discuss parking arrangements and the impact on others. She included the role of community police officers to help children understand about what people do and how they help within the neighbourhood. All acted out the game, learning about consequences and gaining a better understanding of the wider world.

Staff set the room up before children arrive, providing a specific place for each area of learning and a range of stimulating resources to entice participation. Some children draw to practice their mark making, while others build train tracks and position buildings around it to represent village life. The children play happily alone and with their peers, most sharing fairly and remaining engrossed for some time. Some children watch others, showing interest in what they do, learning from their peers. For example, one learnt how to use the computer after watching a friend for only a short while, developing the confidence to try on his own. Older children confidently ask for help when necessary but are becoming increasingly independent. They help pack toys away before lunch, use the toilet and wash their hands without help, and successfully develop their own games to remain productively occupied.

The children form a harmonious little community and play together very well. Two immediately ask another if she is alright after she toppled sideways from a bike, showing concern for others. The children mix well regardless of gender, age and background. For example, one little girl climbed onto an older boy's lap to give him a kiss as a sign of her affection. He received it a little reluctantly but accepted it to avoid upset. Staff control challenging behaviour well, in the main and, as a result, everyone thoroughly enjoys their day and benefits greatly from their time at the nursery.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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