

Little Cherubs Day Nursery

Inspection report for early years provision

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19/11/2009

Inspector

Ron Goldsmith

Setting address

Little Cherubs, 28 Poulton Road, WALLASEY, Merseyside,
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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*.

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Description of the setting

Little Cherubs Day Nursery is a privately owned nursery which was first registered in 2005 and reregistered in 2009 as a Limited company. It is situated in Wallasey which is an area on the Wirral. All children share access to a secure fully enclosed outdoor play area. The nursery is registered to care for children on the Early Years Register and a maximum of 25 children may attend the nursery at any one time. There are currently 33 children on roll. The nursery is open five days a week from 8.00am until 6.00pm all year round. The majority of the staff including the manager hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of the provision is good. Children are cared for in an extremely nurturing and homely environment where their welfare needs are promoted well. Inclusion is effectively implemented in everyday practice to ensure that all children are well supported to take full advantage of the range of activities and experiences available to them. Children are making good progress in their learning and development. Children relish their time at the setting, due to the skilled and experienced staff who are able to recognise and meet each child's unique needs. Staff have excellent partnerships with parents, other agencies and some other local providers to ensure continuity in children's care. The excellent self-evaluation and monitoring systems ensure continuous improvement in the practice and there is a clear understanding of the strengths and areas for development. Staff regularly access training opportunities. This enables staff to make continuous improvements to their already good practice.

What steps need to be taken to improve provision further?

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

- ensure systematic observations and assessments of each child's achievements, interests and learning styles and use these to identify learning priorities for each child
- provide more opportunities for children to work independently.

The effectiveness of leadership and management of the early years provision

Children are well cared for in a secure setting where their safety is given high priority. All staff have been vetted and Ofsted is informed of any significant changes to staffing. Staff have robust systems in place to ensure all children are safeguarded and they are all aware of their roles and responsibilities concerning child protection. All the necessary records are kept and parents and staff are made aware of the comprehensive range of policies and procedures. Their overall welfare

is positively safeguarded because staff demonstrate a commitment to act in their best interests at all times. They are well informed about their roles and responsibilities in protecting children from possible abuse with clear, up-to-date procedures to guide them. Induction of new staff is thorough and staff have attended updated child protection training.

The nursery is well led and managed, and staff work very effectively as a team to ensure the children receive a good standard of care and education. Good systems are in place for staff recruitment, vetting and regular appraisal, ensuring that the adults' strengths and areas for development are identified. As a result, the staff are enthusiastic and motivated to develop what they offer to the children and their families. All required policies, procedures and records are clear and up to date to reflect the day-to-day practice and contribute to the children's well-being. Staff carry out comprehensive risk assessments using daily check sheets to show that all areas have been assessed for their safety and suitability. Documentation is well organised and supports the care of children effectively. There is a very good range of toys and resources available throughout the nursery, which are well organised to allow children to make spontaneous choices to extend their own play and learning. This includes a variety of resources that reflect images of diversity. There is a strong emphasis on ensuring that practice is inclusive for all families and the setting provide good resources and activities that promote equality and cultural diversity, for example, a Persona Doll of Chinese origin and background. Outside resources are utilised to promote children's awareness of their local environment.

Children benefit from the excellent relationships between the staff and their parents. Partnerships with parents are relaxed and friendly and ensure each child's needs are thoroughly met. There are good systems in place for keeping parents well informed on a daily basis, which the parents value highly. Parents have easy access to a range of useful information to keep them fully informed about what their children are doing at the setting and how they can extend their learning further at home. Parents have completed questionnaires about the provision and comment positively on the quality of service provided

The staff reflect together on their practice to have a realistic and thorough understanding of their level of provision in order to improve the provision for children. They confidently recognise the setting's strengths and ambitiously identify areas where they could develop further.

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

Children make good progress in their learning and development because staff work hard to make the learning environment accessible and appealing to all children. Children make good progress towards the early learning goals in relation to their starting points and capabilities. Observation and assessment effectively monitor children's progress but are not consistent throughout the nursery and therefore, they are not always used sufficiently well to identify learning priorities. In addition, whilst there is a high quality of interaction between staff and children, the opportunities for children to work independently are not fully developed.

The warm and welcoming environment contributes to children feeling comfortable and settled within the setting. Good use of space allows children to move freely within a safe environment. A secure outdoor area provides children with some opportunity to access outdoor play safely which is complemented by vigorous planned indoor activity. Children's behaviour is excellent in the calm, relaxed environment. This impacts positively on children's approach to play and learning and influences attitudes towards future learning. Children are inquisitive learners who ask questions and are curious about their environment. Staff play a supportive role in assisting children to share and take turns and consequently, children are beginning to develop an awareness of the needs of others. The staff offer children praise and encouragement for their achievements and for good and helpful behaviour displayed. As a result, children develop high levels of self-esteem and confidence.

Children benefit from the staff's thoughtful interaction and involvement in their activities, such as when children enthusiastically enter a rocket for a trip to the moon. They excitedly count down from 10 to blast off. They talk about how long it takes for the journey, searching for aliens when they arrive, by walking slowly around the room because of the lack of gravity. They share their knowledge about other planets and, at one stage, visit a shop to ensure they have enough food for their adventure. Children are beginning to use their imagination as they engage in this role play. The interaction of adults effectively encourages children's language skills, as they talk with them throughout the activity. Staff work very well with children as they begin to resolve problems which arise in planning the trip. Children listen and respond to instructions and work co-operatively as part of a team. Children enjoy listening to familiar stories as they snuggle up in the book corner to listen to staff. The children are beginning to move with control through vigorous planned indoor activity, such as when children move confidently to music. They are able to drink fluids as they are able to independently access drinking water through the session, all of which promotes children's awareness of a healthy lifestyle. Through everyday routines, such as hand washing before meals, children are learning about the importance of good hygiene practice. Babies enjoy a warm and caring relationship with staff who respond to babies' early sounds with smiles, cuddles and appropriate interaction. They encourage the youngest children to explore their world with sensitive and thoughtful activities which are stimulating and age appropriate. Staff interact well, and use gestures, such as clapping, and positive facial expression and smiles to promote communication.

Children are developing an excellent awareness of the environment because the setting is linked to an Eco-School project, which has a programme of environmental events. Children have planted trees in the local park after carrying out their own risk assessments. They examine and discuss green issues such as wind power and identifying what they can do in their own environment, for example switching off lights and looking at how they use water. There are further opportunities for children to extend their knowledge and understanding of the world as they use tools, such as a bug hunter book and magnifying glasses, to investigate insects. Staff use very good open questions with children. This enables children to think for themselves and to problem solve. Staff know children very

well as individuals and demonstrate a considerable knowledge of the children's development and progress.

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	1

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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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