

# Little Cherubs Day Nursery (Birkenhead) Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY391276
<b>Inspection date</b>	23/10/2009
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<b>Type of setting</b>	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 was registered in 2009. It is one of two nurseries that are privately owned by a limited company, and is situated in Birkenhead. Children use five nursery rooms on the ground and first floor of the premises for their care, play and learning. There is a secure, fully enclosed garden for outdoor play. The ground floor level of the premises has full disabled access and facilities. It primarily serves families living in and around the local community.

The provision is registered to provide care for a maximum of 55 children on the Early Years Childcare register at any one time. It is open Monday to Friday from 8am to 6pm and provides an all year round service with the exception of bank holidays. There are 64 children on roll. It supports children with special educational needs.

The provision employs 17 members of staff to work with the children. Of these, two are early years teachers, and 12 hold appropriate level 2 or 3 early years qualifications. A housekeeper is also employed for cooking and cleaning. They receive support from Wirral Sure Start, and an early years foundation consultant. They provide funded early education for three and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children attending the nursery are confident, happy and make good progress in their learning and development. Well developed knowledge of each child's individual needs helps staff to promote their welfare, and plan enjoyable and challenging activities for them. Arrangements are mostly good to ensure the children's health, safety and well-being, although, safeguarding procedures lack some detail. Partnership with parents and others, contributes significantly to meeting children's individual needs and promoting an inclusive environment. The management has ambitious vision, and regular self-evaluation ensures that any priorities for future development are promptly identified. This results in a provision that is responsive to the needs of all its users.

## **What steps need to be taken to improve provision further?**

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

- devise and implement a procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and welfare). 06/11/2009

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

- continue to make observations and assessments of each child's achievements, and match these observations to the expectations of the early learning goals and use them to identify future learning priorities
- continue to develop children's awareness of healthy lifestyle by ensuring the provision of healthy snacks, and improving the outdoor play equipment so that children are provided age appropriate and safe challenges to further develop their physical skills.

## **The effectiveness of leadership and management of the early years provision**

The nursery is managed well, and good thought is given to ensuring that the provision is welcoming and conducive to the children's learning and well-being. Sleeping children are vigilantly monitored, and daily risk assessments, and procedures for checking the ongoing suitability of adults who work with the children are robust. This helps to keep children safe from harm. All the daily regulatory documentation is in place, and staff have sound understanding of their roles and responsibilities in the area of child protection. However, there is no written procedure to be followed in the event of an allegation being made against staff, which is a breach of the welfare requirements. Good health and hygiene practices, consistently followed by staff helps to minimise the risk of cross infection. Children usually bring a packed lunch, and the nursery is able provide healthy meals when required, contributing to their dietary requirements. Children's awareness of a healthy lifestyle is generally well promoted through their daily routines and regular fresh air.

High regard is given to inclusive practice, and every child has a key person who works closely with parents to complete 'All about me' booklets. This helps staff to become familiar with each child's unique qualities, and what they already can do. As a result children are very happy and content, and make good progress in their learning and development in relation to their starting points. Successful partnerships with parents and other agencies ensures that each child's individual needs are met very well. For example, devising and implementing one-to-one support work in cooperation with a special educational needs play specialist. The management and staff show good respect for the limitations of the planet's environment. They teach the children about recycling boxes to make models and wind turbines, and how closing doors helps save energy.

The management demonstrates a strong commitment to continuous quality improvement, and are pro-active in seeking the views of parents and staff to inform self-evaluation. For instance, since registration parent questionnaires have greatly influenced the introduction of open evenings, and key areas for future improvement include the children's outdoor provision. All of the staff team are qualified or working toward a child care qualification, and regular attendance at training events significantly contributes to promoting better outcomes for children. Parents speak very highly of the provisions caring environment, and their children's social development and achievements. Ongoing sharing of information is good and includes day diaries for younger children, and parental involvement in children's

learning at home. Important links are also being forged with other local provisions to support children's future transition from nursery to school.

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

Children eagerly engage in their play in a warm, well maintained and caring environment, which affords them plenty of stimulation and interest. They are very settled and content, and proudly displaying their paintings boosts self-esteem and helps them feel that they belong. They grow in confidence as they form close relationships with staff who have a lovely rapport with children. For instance, babies relish their close contact from when showing signs of tiredness, and children respond warmly to their kind words of praise and encouragement. Staff are very enthusiastic, and have a good understanding of child development and how children learn through play. They skilfully judge when to become involved and when to allow them to independently explore. As a result children become active learners confidently initiating their own play and learning.

Wet weather clothing ensures that children can play outdoors everyday, and digging with simple tools, running in the fresh air and pedalling wheeled toys helps to promote children's coordination and stamina. However, the lack of larger climbing resources limits opportunities for children to explore safe challenges and extend their physical skills. During play staff foster children's mathematical development. For instance, counting blocks provide worthwhile occasions to support young children's awareness of number, and older children develop a good understanding shape, colour and problem solving through their everyday routines, puzzles and matching games. Creative development is encouraged through a wide range of media, and re-enacting their own experiences through role-play helps children make sense of the world.

Very good emphasis is given to children's communication, language and literacy skills, and they show obvious enjoyment when singing rhymes and looking at books. During play babies communicate with smiles and chuckles, and toddlers mark-make in the sand using their fingers or simple tools. Focused activities encourage older children to use their imagination to create and retell their own stories using props, and staff are very good at asking open-ended questions that help them to think critically. Staff also successfully use phonics to help children learn to link sounds to letters and recognise and write simple words, such as their name. Younger children begin to make connections as they press buttons to operate toys, and computer games enable older children to develop their awareness of technology. Number rhymes, print as labelling and free access to mark-making resources also enhance children's skills for the future.

Children independently explore their environment, and learning to keep themselves safe is nurtured and encouraged by staff. For example, children begin to take responsibility for their own behaviour, contributing to the 'Golden rules', and identifying behaviour that may be dangerous. As a result children play cooperatively together, and understand simple expectations such as, being sensible on the stairs. Younger children develop their awareness of personal

hygiene through their natural daily routine, and wash hand posters in the bathroom acts as a gentle reminder for older children. Drinking water is freely available for the children, however, biscuits every morning for snack means that their awareness and interest in healthy eating is not fully promoted. Children begin to develop respect for others as they celebrate different cultures, and also learn to care for others through fundraising activities in support of charitable events, such as, Children in Need.

Children enjoy plenty of opportunities for exploration and discovery, and connecting with nature and the outdoors. They explore the seasons by creating an Autumn interest table, observe the bulbs they plant grow and talk excitedly about a hedgehog living in the house they make out of cardboard, foliage and leaves they collect. Planning includes children's feedback and interest themes, and the key person is responsible for planning for their key group children. They are successfully using starting points, observations linked to the areas of learning the skill relates and discussions with parents to identify and plan for children's next steps in learning. Every child has a learning journey where information is recorded, and the curriculum coordinator recognises that the assessment arrangements are not yet clearly being linked to the expectations of the early learning goals. Children are afforded good adult support, and staff provide a balance of child-initiated play and adult-led activities, with emphasis on enjoyment and engaging their interests. As a result, children have plenty of fun in nursery, and make good progress in their learning and achieving.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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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