



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 509929

DfES Number: 514172

### INSPECTION DETAILS

Inspection Date 29/10/2004  
Inspector Name Trudy Scott

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Cherub Nursery  
Setting Address 483 Leads Road  
Sutton-on-Hull  
Hull  
HU7 4XT

### REGISTERED PROVIDER DETAILS

Name Cherub Nurseries & Pre-School Childcare Limited 3095239

### ORGANISATION DETAILS

Name Cherub Nurseries & Pre-School Childcare Limited  
Address Lindsey Place  
Hull  
HU4 6AJ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Cherub Nursery is one of three nurseries owned and run by Cherub Nurseries and Pre-School Childcare Limited. It opened in 1993 and operates from a two-storey detached building. A fully enclosed area is available for outdoor play. The nursery is situated in

Sutton-on-Hull and serves children and families living locally and in the surrounding areas.

A maximum of 68 children under five years are cared for in the nursery provision at any one time. Additionally holiday care for a maximum of ten children, aged between four and eight years, is provided during school holiday periods. The nursery opens on Monday to Friday throughout the year, with the exception of public holidays. Times of opening are from 07:00 to 18:30.

There are currently 80 children under eight years on roll. Of these, 30 receive funding for nursery education. Children attend for a variety of sessions. The nursery currently supports a small number of children with special needs.

The nursery employs 12 staff. Eight of the staff, including the manager, hold recognised early years qualifications. The setting receives the support of mentors from the Local Authority and the Pre-School Learning Alliance. The 'Investors in People' award has been achieved and the nursery is currently updating 'Quality Counts', a quality assurance award.

### How good is the Day Care?

Cherub Nursery provides good quality care overall for children under eight years.

Children and parents are warmly welcomed by friendly, familiar staff. Management of the setting successfully promotes good teamwork and ensures staff are familiar with their roles and responsibilities. A comprehensive collection of policies and procedures underpin the day to day running of the nursery. Premises are attractively

decorated and organised to provide many suitable activities, although quiet space for relaxing activities for children over two years is limited. A broad range of interesting toys and play materials are provided for children in all age groups.

Children under five years are grouped appropriately, according to age, into groups of under two, two to three and three to five. Current organisation of the groups means that although staff ratios are consistently maintained, best use is not always made of staff time. However this has been successfully identified as an area for development and there are plans in place to address this.

High priority is given to maintaining a safe and hygienic environment. Staff consistently follow procedures outlined in health and safety policies. Children are helped to understand safety rules with discussion and explanation. Children are offered a varied range of healthy foods and snacks.

Staff and children have warm and positive relationships. Staff value children as individuals and respond sensitively to their individual needs. Children enjoy a balanced range of stimulating activities and experiences, which help them progress in all areas. Activities for children using the holiday club are well-planned to appeal to older children.

Parents and staff enjoy good relationships. Systems in place for exchanging information are successful in ensuring parents' wishes for the care of their children are respected. Parents receive a variety of good quality information about the nursery and what their children are doing and learning.

#### **What has improved since the last inspection?**

not applicable

#### **What is being done well?**

- Teamwork is good. Strong leadership and management, effective induction and appraisal systems and access to on-going training are successful in ensuring staff are enthusiastic and fully understand their roles and responsibilities.
- Toys and play materials are stimulating and interesting. The range includes a good variety of paints and other media and materials to stimulate creativity and many good quality resources for babies.
- Many effective safety policies and procedures are in place. These include direct supervision of children at all times, regular risk assessments, CCTV throughout the building and a secure entry system, vigilantly monitored by staff. Children are helped to develop safe practice with discussion and explanation.
- Staff interact sensitively and skilfully with children. They show they value children and are interested in what they do and say by communicating in non verbal ways, such as eye contact and facial expression and by talking and listening to them.

- Successful systems are in place for sharing information with parents. These include written agreements, child detail forms completed by parents, a parent mentor system and open evenings.

#### What needs to be improved?

- space for children over two years to engage in quiet play and relaxing activities
- the organisation of the groups to ensure staff are deployed effectively to support children

#### PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

not applicable

#### Outcome of the inspection

Good

#### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Monitor the proposed organisational changes to ensure staff are deployed effectively to best support children.
4	Ensure there is comfortable space for children to engage in quiet play and relaxing activities in each area.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Cherub Nursery provides a happy, secure environment where children make generally good progress towards the early learning goals. Progress in knowledge and understanding of the world, mathematical and physical development is very good.

The quality of teaching is generally good. Staff use their secure knowledge of the early learning goals to plan an interesting curriculum with a balance of focused and freely chosen activities. They manage the children well overall although do not always sufficiently encourage children to manage their own behaviour. They engage successfully with children to develop very good speaking and listening skills. Effective teaching in mathematics and well-planned topics in knowledge and understanding of the world ensures progress in these areas is very good. The environment is organised to offer children independent access to a variety of resources, although opportunities to use role play resources and books are not fully exploited. Regular access to physical activities contribute to children's very good physical development.

Staff regularly observe and assess children's progress against the stepping stones and the early learning goals. They use the information well to plan the next steps in children's learning.

Leadership and management of the nursery is generally good. Structures for supporting staff have been particularly effective in developing a committed staff team who have a consistent approach to their work. Systems for review and evaluation are not yet fully effective in identifying all areas for improvement. However there is a strong commitment to continuous development of the provision.

Partnership with parents is generally good. Parents have opportunities to contribute what they know about their children to the assessments, although not all parents are fully aware of this. A variety of good quality information is provided about the curriculum and activities, including ideas for continuing children's learning at home.

### What is being done well?

- Staff successfully engage with children to help them develop very good speaking and listening skills. They speak clearly to children, introduce new vocabulary, value what the children say and encourage them to listen to others.
- Effective teaching in mathematics ensures children make very good progress in this area. Staff help children enjoy number work by introducing opportunities to count for real purposes and to attempt simple problems into daily activities and routines.

- Topics and activities to help develop children's knowledge and understanding of the world are well-planned to help children enjoy learning. Children learn to appreciate their own community and the wider world as they share celebrations and compare lifestyles.
- Children have many opportunities to develop their physical skills as they use a range of large and small equipment, inside and outside. For example they ride different size bikes, ranging from small ones they can push by their feet, to two-wheeler bikes for children requiring more challenge.
- The setting has a strong commitment to continuous improvement. This is reflected in the good access to relevant training for staff and the development plans now in place following successful identification of some areas for improvement.

#### **What needs to be improved?**

- the opportunities for children to use their imagination in role play and to enjoy a wide range of books
- the opportunities for children to develop self-discipline and manage their own behaviour
- the systems in place for including parents observations of their children in the assessment process.

#### **What has improved since the last inspection?**

Generally good progress has been made since the last inspection, with very good progress in some areas. To address the key issues in the previous inspection report, the staff have introduced a number of measures to improve planning and teaching.

Regular physical activities and access to challenging resources are included in the planning, which enables children to develop very good physical skills.

The staff plan activities for children to see and practice writing for different purposes and have improved access to a wider range of creative materials. This has led to improvements in children's development as writers and in some areas of creative development.

The assessment system has been developed to include observations of children by staff, which are used effectively to plan the next steps in children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enter the setting confidently and show enthusiasm for the activities provided. They are developing some personal independence as they choose when they need a drink and select resources independently. They are learning to concentrate in freely chosen and focused activities. Children are polite and courteous and behave well overall but are sometimes disruptive. They relate well to other children and adults and co-operate as they play with their friends.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing very good speaking and listening skills. They use language well for a variety of purposes such as initiating conversations, describing and making their needs known. They are becoming aware of rhythm in spoken words and link sounds and letters. Children enjoy listening to stories but do not regularly choose to look at books independently. They see a variety of print in the environment and engage in many activities to help them develop good writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children regularly count in daily activities, several count reliably beyond 10. They are interested in number and see numbers displayed in the environment. They attempt and sometime solve simple number problems, for example they work out how many knives and forks are needed at lunchtime. They are starting to record their work through drawings and graphs. Children are developing good awareness of space, shape and measure in a good range of practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore and investigate in focused activities, such as making a wormery, and in play with natural materials. They show increasing skill and confidence in using tools and techniques to design and make their own ideas. They operate a computer with varying degrees of skill. Children are developing a sense of time as they remember and talk about past events. In well planned topics and activities, they learn to appreciate their own community and the wider world.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move confidently and safely, indoors and outdoors, successfully negotiating space and obstacles. They receive appropriate physical challenge outside and have good skills in using a range of large and small equipment. They throw and catch balls, jump over ropes and attempt to skip. Children learn about their bodies in focused activities and are developing an awareness of healthy practice. They engage in many activities which successfully foster their hand eye co-ordination.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore colour in many ways, such as colour mixing, painting and selecting colours for their collage pictures. They often use media and materials for its own sake and some paint patterns and recognisable figures and objects. Children enjoy singing and select their favourite songs. They enjoy using role play resources but do not have sufficient opportunity to fully develop their ideas. They communicate well, showing enthusiasm with words, facial expression and body language.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- increase opportunities for children to use their imagination in role play and to enjoy a wide range of books
- use a wide range of strategies to help children develop self-discipline and manage their own behaviour
- build on the systems for exchanging information with parents, to encourage parents to contribute their observations of their children to the assessment process.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*