



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254601

DfES Number: 583365

INSPECTION DETAILS

Inspection Date 23/06/2004
Inspector Name Susan Riley

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Cherubs Day Nursery and Pre-School
Setting Address 362 St. Albans Road
Bulwell
Nottingham
Nottinghamshire
NG6 9FR

REGISTERED PROVIDER DETAILS

Name Gloss Calm Properties Ltd 1892405

ORGANISATION DETAILS

Name Gloss Calm Properties Ltd
Address Executive House
St. Albans Road
Nottingham
Nottinghamshire
NG6 9FT

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

Cherubs Day Nursery, Vale View opened in 1996. It is one of six privately owned nurseries owned by Susan Mills. It operates from a number of rooms on the ground and first floor of a detached building. The nursery is situated in the Bulwell area of Nottingham. Children and families attend the nursery from across Nottingham. As well as the day nursery there is also a Before and After School Club and a Holiday Club facility, which cares for children up to 11 years.

There are currently 124 children from 13 weeks to 10 years on roll. This includes 11 funded 3-year-olds and 7 funded 4-year olds. Children attend for a variety of sessions. The setting is able to support children with special educational needs and children who speak English as an additional language.

The nursery opens each week-day all year round, closing for one week at Christmas and all bank holidays. Opening times are 07:30 until 18:00. The before and after school club is also open each week-day. Sessions last from 07:30 until 08:30 and 15:30 until 18:00. During school holidays the holiday club is open 07:30 until 18:00.

Nineteen staff work with the children. Thirteen staff hold early years qualifications to NVQ level 2 or 3. Six staff are currently working towards a relevant qualification. The nursery is a member of the National Day Nurseries Association and receive support from the Nottingham City Early Years Development and Childcare Partnership.

How good is the Day Care?

Cherubs Day Nursery and Pre-School provides good quality care for children. The management have effective procedures in place for appointing and checking staff. Sufficient staff work directly with the children at all times. The premises are clean and maintained to a high standard. A very child-centred environment with children's artwork displayed is created. A comprehensive set of policies and procedures are in place to ensure the smooth running of the nursery and good care for children. Most records are in place.

Staff observe and maintain good supervision of children and address all safety issues as they arise. Sleeping children are supervised at all times. The premises are kept secure. Staff actively promote good health and hygiene practices for children and around the nursery. Children have access to water at all times. Snacks and meals are healthy and nutritious and staff are aware of children's dietary needs. Staff have a good knowledge and understanding of child protection issues.

Staff provide an excellent range and balance of activities for children throughout the nursery. They are knowledgeable about the children and how they develop through play. All children are valued, included and their individual needs met at all times. Children's self-esteem is encouraged through the staff offering positive praise. Children are very well behaved.

Parents are very welcome into the setting, there is good information readily available for parents and children are cared for according to parents' wishes at all times.

What has improved since the last inspection?

Not applicable.

What is being done well?

- An excellent range and balance of activities are planned for the children by the staff, offering good first hand experiences. Children are developing well through the care and high quality interaction provided by staff.
- The physical environment is warm and welcoming to all, space is very well organised to meet children's individual needs, activities are well presented to children, encouraging them to play and learn.
- An excellent range of toys are readily available for children to freely access, all are appropriate for the children's age and stage of development.
- Parents are well informed about their children through the daily discussions with keyworkers, written information and records. They have access to their child's records at any time. A good relationship is in place between staff and parents.

What needs to be improved?

- documentation, with reference to accident records.

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 |
|-----|---|
| 7 | Ensure all accidents or incidents are recorded, even where no wound is visible at the time. |

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

How effective is the nursery education?

Cherubs Day Nursery and Pre-School provides a bright, friendly learning environment where children make generally good progress towards the early learning goals. A varied programme of activities is offered which supports the children's development and promotes all six areas of learning.

The quality of teaching is generally good. Staff have an understanding of the early learning goals and how children learn through play. The staff use the wide range of resources and equipment to extend children's learning and maintain their interest. Relationships between staff and children are very good. Staff have high expectations of behaviour and encourage this through positive praise and encouragement. The planning and assessment systems are currently being developed. Although there are currently no funded children with special educational needs there is an effective support system in place.

The leadership and management of the nursery are generally good. The whole nursery has a committed approach to meeting the needs of all children. Effective strategies are in place to monitor and enhance the setting. Staff work very well together as a team. Management and staff's commitment to attend training to improve their knowledge and understanding in order to improve the care and education of the children is very good.

The partnership with parents and carers is very good. Staff are very welcoming to parents and encourage them to be involved in their child's learning. Parents are provided with good quality information about the setting, its provision and the curriculum. They are kept well informed about their child's achievements and progress through parents' evenings and daily discussions.

What is being done well?

- Children are very confident within the nursery; they are interested and demonstrate motivation to learn.
- Children are given good first hand experiences, which encourages them to explore, investigate, observe, predict and ask questions.
- Management and staff work effectively as a team and have a shared approach to good early years principles.
- Partnership with parents is very good; the nursery has good informal and formal systems in place to discuss children's progress, on a regular basis.

What needs to be improved?

- the use of assessment records to identify further development,

- the challenge for the more able children in the area of mathematics,
- planning, to identify a clear learning intention for outside play.

What has improved since the last inspection?

The nursery was required to address three key issues which were: - to ensure that planning effectively covers all the early learning goals in all the six areas of learning, to begin to assess the children's attainment and progress towards the early learning goals, and to provide more curriculum information for the parents and carers.

New long-term planning sheets are being used and this ensures, with the staffs' knowledge, that all areas are covered. The prospectus now provides information around the Foundation Stage and the six areas of learning. Also around the setting is a wealth of information to ensure parents are made fully aware of the curriculum and what children are working towards. The staff are currently developing an assessment system.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children demonstrate curiosity, and are confident to try new activities with enthusiasm. They have good levels of concentration; they sit well and listen to stories. Children are very well behaved, they are able to work as part of a small group, take turns and share, and they use manners freely. They demonstrate a sense of pride in their own achievements. The children have good relationships with staff and their peers; definite friendship groups are in place.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are very confident to use language, they engage in conversations with peers and adults. They speak clearly and have an awareness of the listener. Children respond well to stories and rhymes. Linking sounds to letters is developing. Children are learning French as an additional language. Some children's writing skills are very good, they freely write simple words. All children attempt writing. Children enjoy books and handle them with care, and they understand that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to recognise numbers, they confidently use numbers and mathematical language within their play. They can count well to ten and beyond with objects. Children enjoy number songs and rhymes. They are learning well about shape and size in the practical activities provided. The more able children at times were not effectively challenged to extend their learning. Children's calculating skills are developing.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity and use their senses to investigate and examine objects and materials. They demonstrate an awareness of change. Children's design and making skills are developing well; they use a range of tools and techniques in safety. They competently use the computer and demonstrate very good skills. Children have an awareness of time and place; they talk freely about significant events in their lives. They are gaining an awareness of their own culture and the beliefs of others.

PHYSICAL DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children move with confidence and in safety around within the nursery. They demonstrate a good sense of space for themselves and that of others. Children competently use a wide range of small and large equipment which develops the small and large muscles. They confidently use the tools and objects well, with a set purpose in mind and with increasing control. Children are aware of their own needs and demonstrate an understanding of good practices with regard to their hygiene routines.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children have good opportunities to explore colour, texture, shape, form and space in two and three dimensions. They are able to match movements to music and sing songs from memory. Children use their imagination well in their art and design work and role-play situations. They respond in a variety of ways to what they see, hear, smell, touch, feel, and make good use of the range of materials and equipment available.

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

- continue with the development of ensuring assessment records are used to identify further development,
- to extend the learning intention for outside play,
- provide further challenge for the more able children in mathematics.

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.