



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 100503

DfES Number: 512497

INSPECTION DETAILS

Inspection Date	19/01/2004
Inspector Name	Samantha Powis

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Cherubs Pre-School Nursery
Setting Address	Linwood Road Bournemouth Dorset BH9 1DW

REGISTERED PROVIDER DETAILS

Name	Mrs Heather House
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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 Pre-School has been operating under the current private management since 1996. The group operates from St Albans Church hall, which is approximately two miles from Bournemouth town centre. Children attend from the surrounding areas of Bournemouth, and go on to attend many different local first schools. The setting is open from 09:00 until 13:00, Monday to Friday, and from 13.30 until 17:30 for two afternoons per week. The group operates all year round except for bank holidays and approximately ten days over the Christmas holiday period.

Children have access to a large hall, for play activities, and a smaller hall for stories and quiet times. There is an enclosed garden area for outdoor play.

The group is registered to care for 26 children aged from two to under five years at each session. There are currently 68 children on roll, attending different sessions each week. Of these, 39 children are in receipt of government funding for three year olds, and 15 in receipt of funding for four year olds. The group has experience in supporting children and families who have English as an additional language, and those who have special educational needs.

A total of nine staff work directly with the children, and of these, three staff have a level three qualification in childcare, with two others qualified to or working towards a level two qualification. The setting takes part in the Bournemouth Quality Standards scheme, and is supported by the Early Years Development and Childcare Partnership.

How good is the Day Care?

Cherubs Pre-school provides satisfactory care for children. Staff work hard to make the spacious church hall look both inviting and stimulating to the children, and welcoming to parents and families. A wide range of resources are available for the children, they are of a good quality and are well maintained, but consideration needs to be given to extending children's independence throughout the session. Most documentation is stored and retained appropriately. There are good procedures in

place to ensure an accurate record is maintained of children's attendance.

Children are supervised at all times to ensure their safety, and a system of risk assessment has been implemented since the last inspection. Children are encouraged to learn about hygiene through their daily routine, and there are good procedures in place regarding the exclusion of children who are unwell. Staff obtain written consent from parents prior to administering any medication, a procedure now needs to be implemented to ensure any administered medication is recorded. Additional consent is to be obtained regarding emergency medical attention. Clear procedures are in place to ensure staff are vigilant to child protection concerns.

Staff demonstrate an awareness of the foundation stage curriculum and offer children a varied range of activities. They are to give further consideration to planning, the use of assessment and the deployment of staff to ensure children are effectively supported in their learning and are offered activities that are appropriate to their level of understanding. The group do not operate a key worker system, which limits staffs ability to accurately plan the next step in each child's development. Effective support is offered to children who have special education needs.

Positive relationships are established with parents, they are made to feel welcome within the setting, and are provided with useful information about the setting.

What has improved since the last inspection?

The group have made satisfactory progress since the last inspection.

They were asked to introduce system identifying potential hazards and risks. They now complete and review a written risk assessment, which is reviewed regularly.

It was suggested that snack time should be re-organised, to offer children more space. The children now sit comfortably around tables, and enjoy their snack together, having adequate space.

They were asked to seek consent from parents for administering medication. They have set up a system for obtaining written consent for administering medication on the premises, however, they now also will obtain consent for seeking emergency medical attention and advice.

What is being done well?

- Positive relationships are developed with parents, they are provided with useful information about the setting, and detailed information is sought from them about the children's individual needs to enable staff to respect these.
- Children are provided with a very good range of resources, which are set out to look interesting and appealing to the children. Children have access to a good range of resources that offer positive images of race, culture, religious belief and disability.
- A welcoming environment is created for children and families. Displays of

children's work and information posters motivate and inform children and parents.

What needs to be improved?

- the procedures for recording any administered medication and obtaining consent from parents for seeking emergency medical attention or advice
- the use of staff time and the organisation of group times to ensure children are well supported in their activities
- the use of assessment and planning, to ensure that activities are appropriate to each individual child's age and level of understanding

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
7	Request written permission from parents for seeking emergency medical advice or treatment, and ensure any administered medication is recorded appropriately.	09/02/2004

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

Std	Recommendation
2	Develop a system to ensure that key staff are identified to work with children, to support their learning and monitor their developmental progress.
3	Devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs

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

How effective is the nursery education?

The provision of nursery education at Cherubs pre-school is acceptable, but has some significant weaknesses. Children are making generally good progress in their personal social and emotional development and physical development, however there are significant weaknesses in the progress they are making in communication language and literacy, mathematical development, creative development and knowledge and understanding of the world.

There are significant weaknesses in the teaching. Effective support is offered to children who have special educational needs, with support sought from outside professionals in liaison with parents, to ensure children's all round needs are met consistently. Resources are set up well on children's arrival, to look attractive and interesting. There are a very good range of well maintained resources available, including equal opportunities resources. Planning, recording and assessment is insufficiently detailed. Plans do not identify the learning intended within activities and how activities will be supported by staff to meet the needs of all children. Challenges set for children are often not appropriate for their age or ability and staff time is not used effectively to support children's learning.

There are significant weaknesses in the leadership and management of the setting. Staff have clear understanding of their individual roles and responsibilities, however, there are ineffective systems in place to monitor and evaluate the effectiveness of teaching or the strengths and weaknesses of the setting.

Partnerships established with parents are generally good. Parents are provided with sufficient information about the setting and curriculum, and are encouraged to support their child's learning at home. Detailed information is sought from parents about children's individual needs, however, the information shared with parents does not give them a clear enough awareness of their child's developmental progress within the setting.

What is being done well?

- Positive relationships are established with parents. They are provided with useful information about the setting and information about how they can help their child at home.
- Children are developing good fine motor skills through accessing a range of appropriate resources and equipment, they develop good control of their bodies and move with co-ordination during physical activity sessions.
- Children handle books well, and enjoy using the book corner independently to share a familiar story with a friend.

What needs to be improved?

- effectiveness of planning and assessment and staff deployment, to ensure appropriate challenge is offered to all children and that learning aims are clearly identified
- opportunities for children to explore, investigate and use their imaginations throughout their activities
- organisation of group activities, to ensure they are appropriate to the children's individual needs
- programme for introducing letters and sounds.

What has improved since the last inspection?

Improvement since the last inspection is limited.

The group were asked to develop their systems for planning and assessment to ensure they covered all areas of learning. Also, to ensure that assessment records were used as a tool to inform planning. Furthermore it indicated that plans should clearly identify learning intentions, build on children's practical experiences and give particular attention to the needs of the three year olds for active learning. The group have made some progress in this area. They have reviewed the planning and assessment documents which now clearly relate to all areas of learning. The progress in other areas is limited, with assessment records not being used to their full potential, planning not clearly identifying learning intentions, and a lack of attention to how practical experiences will be planned and used to extend children's learning and understanding.

They were also asked to re-organise circle and story time for all children, to better accommodate their needs. This has not been sufficiently implemented. Large group activities continue to be inappropriate for many children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are secure in the daily routine of the pre-school, and are familiar with the expectations and boundaries established by staff. They are developing warm relationships with staff and each other and are learning to share and co-operate with their peers. Children lack opportunities to develop their independence during everyday activities and when managing their personal care. Their concentration is poor at times, particularly when participating in large group activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children demonstrate a good awareness of how to use books independently. They freely use the inviting book corner, to select and enjoy books. The programme in place to extend children's understanding of letters and sounds is not appropriate for the age and level of understanding of the majority of children. Children have few well resourced opportunities to develop mark making skills and practice their own attempts at writing.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are developing an awareness of number and numerals. Many count with confidence up to 8, and some are able to identify single numerals. They are insufficiently challenged during everyday practical activities to develop their awareness of simple calculation and opportunities for children to learn about shape and pattern are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children are developing an awareness of their own surroundings and community, and their understanding of the wider world is extended through resources and project work. Children lack curiosity when participating in activities and do not always question why things happen or how they work. They have limited opportunities to extend their understanding or awareness of ICT.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have access to a good range of tools and materials to develop their small muscle skills. They follow a structured programme to develop skills to enable them to move their bodies with increasing control and co-ordination. There is little opportunity for children to develop their climbing and balancing skills, with access to equipment being limited to short periods.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	<p>Chn join in enthusiastically with singing and confidently use actions to accompany songs. Children have limited opportunities to initiate their own creative activities or access the range of resources necessary to support and encourage this.</p> <p>Opportunities for children to use their imagination during craft activities is limited, with staff focussing on the end product rather than the experiences and challenges involved.</p>

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure planning and assessment is used effectively to enable children to progress through the stepping stones to the early learning goals, and that planning clearly identifies learning intentions and the role of staff within activities to extend learning.
- review the organisation of large group activities to ensure children are grouped effectively to stimulate and interest them appropriately, and are offered sufficient challenge relative to their age, level of understanding and concentration levels.
- increase opportunities for children to explore, investigate and use their imaginations throughout the curriculum.
- review the system for introducing children to letters and sounds, to ensure this is appropriate to their level of understanding.

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.