



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY216402

DfES Number: 550402

INSPECTION DETAILS

Inspection Date	11/01/2005
Inspector Name	Christine Eglinton

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Cheeky Cherubs Pre School
Setting Address	Dagenham Parish Hall Exeter Road Dagenham Essex RM10 8TR

REGISTERED PROVIDER DETAILS

Name	The Committee of Cheeky Cherubs
------	---------------------------------

ORGANISATION DETAILS

Name	Cheeky Cherubs
Address	Dagenham Parish Hall Exeter Road Dagenham Essex RM10 8TR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Cheeky Cherubs Pre-school opened in 2002. It operates from a parish hall in Dagenham Village. The hall has additional toilet and kitchen facilities. A small outside play area at the side of the premises is available for the group to use.

The group is registered to provide Sessional care for 20 children aged two to under five years. It is open for four mornings (not Thurs) from 9.30 - 12.00 and five afternoon sessions 12.30 - 15.00hrs, term time only. There are currently 24 children on roll of whom 6 are funded children.

At present two staff work full time with the children. An additional member of staff is available when cover is needed. Both staff members have early years qualifications and further training is being under taken.

The pre-school receives support from the PSLA and the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Cheeky Cherubs Pre-school provides a bright and welcoming environment for children and parents but children's progress towards the early learning goals is limited by some significant weaknesses in the provision.

Children are making generally good progress in their personal, social and emotional development, and physical development, but the range of activities is too narrow to promote children's progress towards the early learning goals, in the remaining four areas of learning.

Staff have formed good relationships with the children, and they are able to work in small groups with the children. However, teaching has some significant weaknesses, staff are not fully utilising the learning opportunities within some of the planned activities. They are not asking questions which challenge children to develop their own ideas or solve simple problems.

Planning is linked to the six key areas of learning and covers the stepping stones. Staff are assessing children's learning against the stepping stones and early learning goals. They are not, however, using this information to plan what children should do next. There are system in place for supporting children with special educational needs, and for children to who speak additional languages.

Leadership and management has some significant weaknesses. The staff have shown a good commitment towards attending further training, to progress their personal development. The manager has experienced difficulties with establishing a cohesive staff team and has not been able to fully address the difficulties that this has caused. There is not yet a rigorous system to monitor and evaluate the quality of teaching.

Partnership with parents has significant weaknesses. Relationships between the parents are friendly, and they are kept informed of relevant events throughout the year, but there are limited systems to involve parents in their child's learning, and keep them informed of their child's progress.

What is being done well?

- Staff have worked hard to make the environment welcoming to children and parents. They have made good use of the portable display boards to make welcome posters visible, and make relevant information for parents accessible.
- Children have developed close caring relationships with one another and demonstrate empathy and consideration. Staff ensure children's achievements are acknowledged, and use lots of praise and encouragement.

- The space within the premises is being used effectively to enable staff to plan a balanced range of activities. Partitioning of the room enables children to access a good range of physical resources which can be used safely.
- Children's physical development is good. They are able to consolidate their learning by using a variety of equipment to practice and refine large motor skills. Good organisation of space enables children to control their speed and move freely.

What needs to be improved?

- the monitoring and evaluation of the quality of teaching, assessment of children's progress towards the early learning goals, and involving parents in their child's learning
- opportunities for children to listen and join in with stories and poems one to one, become aware of print in books and in the environment
- the provision of practical opportunities which challenge more able children to develop calculation skills, develop an interest in solving number problems, and begin to recognise similarities in shapes in the environment
- opportunities for children to explore a variety of objects through using their senses, talk about events, patterns and change, and explore a range of materials and textures in three dimensions.

What has improved since the last inspection?

'not applicable'

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children are very confident and eager to take part in all the activities. They are encouraged to tidy away their toys, and take care of their personal needs during toilet time. They play well together and are taught to share and take turns. There are only able to select from a small range of resources, so are limited in working independently, and need more opportunities to talk freely about their experiences in a familiar group

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
------------	------------------------

Children are helped to extend their vocabulary, for example, by adults talking to them about different types of fish and plant life during water play. They are able to recognise their names, and are developing good manipulative skills by pouring water into bottles and placing shells into bottles. Activities such as role play are not extended to include opportunities for children to write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
------------	------------------------

Daily routines such as snack time are used to help children learn to count how many children there are and to match the correct colour plate to the cup. Children enjoy singing counting rhymes which use numbers and adults have used stories such as the three little pigs, and goldilocks and the three bears to help children to learn about numbers. There are limited resources within the setting to show written numerals beyond five.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
------------	------------------------

Adults are providing children with a range of programmable toys such as tape recorders speak and spell alphabet games to help support children's learning. Children are learning about their environment by visiting the local shops and park, and are able to meet people who work in the community such as the fire-fighters. More activities are needed to enable them to begin to differentiate between past and present, and learn about living things.

PHYSICAL DEVELOPMENT

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

Children are able to handle and control small objects such as shells, thread shapes and use scissors confidently to cut out pictures from a magazines. They are able to climb the rungs of the climbing frame and use the slide confidently, and are able to control the speed of the peddles in the large cars, and go backwards and forwards with control. Further activities are needed to enable them to recognise changes to their bodies when active.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children enjoy singing simple songs and rhymes from memory, and enjoy playing with the small world figures and dolls house acting out their fantasies. They enjoy playing in the home area with each other acting out different roles. There needs to be further opportunities for children to develop their imagination in art, design, music, and dance.
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's 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

- introduce a rigorous system to monitor and evaluate the quality of teaching, and develop effective assessment methods, which assist children's individual learning, and informs future planning, and increase opportunities for involving parents in their child's learning
- increase opportunities for children to be encouraged to enjoy a wide range of stories, poems information books, on a one to one basis, and develop children's interest in illustrations and print in books, and in the environment
- ensure there are regular opportunities through practical ways, which enable children to develop simple calculation skills, solve simple number problems, and recognise shapes in the environment
- increase opportunities for children to explore a wide range of natural objects, and a variety of different materials using their senses, and ensure there are regular opportunities for children to discuss and talk about patterns, and change, and create three dimensional structures.

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.