



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 509927

DfES Number: 514071

INSPECTION DETAILS

Inspection Date	18/02/2005
Inspector Name	Jacqueline Patricia Walter

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Cherub Childcare Centre
Setting Address	Cherub Nurseries & Pre-Schools Ltd Lindsey Place Hull HU4 6AJ

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 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 Childcare Centre is one of three privately owned nurseries that offer full time care. It was registered in 1999 and operates from a purpose built property which is situated close to the city centre of Hull. The children have access to an outdoor area. A maximum of 150 children under eight may attend the nursery at any one time. The nursery is open each week day from 07:00 to 12:00 and 12:00 to 18:30 all year around, with the exception of bank holidays.

There are currently 156 children aged from three months to seven years on roll, of these sixty-three children receive funding for nursery education. Children attend from the surrounding areas.

The nursery employs thirteen staff. The majority of staff, including the manager hold appropriate early years qualifications. Five staff are working towards an early years qualification.

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

How effective is the nursery education?

Cherub Pre-School provides overall, very good provision for children. The children make very good progress in all areas of learning.

The quality of teaching is very good. Staff have an understanding of the Foundation Stage and challenge children very well. They have an easy rapport and develop warm relationships with them and challenge children very well, by explaining things clearly, and using open-ended questions. They take very good account of the children's different levels of attainment. They have a good understanding of how young children learn, for example, they use additional resources and in support their learning in other areas of play, which encourages children's confidence and allows time for them to consolidate ideas. Staff observe and record aspects of children's learning regularly and use this information well to plan the children's next steps. Sessions are organised very well.

The leadership and management of the setting is very good. There are clear and appropriate aims in place which are achieved in practice because staff are skilled and work very well as a team; guided well by a very organised, confident, well informed manager. Staff have a shared purpose and a collaborative approach to the education and care of children and the teaching of staff is regularly monitored by the manager. There is a strong commitment to improving care and education of children through the welcoming and implementing of suggestions from an advisory teacher.

The partnership with parents is very good. Parents receive extensive information on the setting which is of high quality and easily accessible. Parents are encouraged to share what they know about their children through contribution sheets. Staff provide good opportunities and regularly inform parents, both through formal and informal methods, of their child's development. They greatly respect parents and actively encourage their involvement in their child's learning through practicing skills at home.

What is being done well?

- A very good range of physical activities and resources within the setting ensure that children make very good progress in the physical development. For example, the indoor gym area which includes swing ropes, balancing and climbing equipment such as a mini horse, enables children to eagerly experiment with different ways of moving.
- Staff create a secure atmosphere where children can develop very good attitudes to learning. Children are very independent, confident, happy and they develop very good relationships with each other and adults. For example, children often initiate conversation with peers and adults with the words 'excuse me'.

- Staff demonstrate great respect and understanding in the role of the parents. They fully encourage them to contribute through suggestions and ideas for activities within topics, they encourage them to share their expertise with the children through inviting them in to talk and share skills and encourage skills to be extended at home.
- Staff work well as a team They work hard to address weaknesses and ensure children reach their full potential. For example, they are currently monitoring the revised layout of the pre-school and how well children use these areas.

What needs to be improved?

- children's independent handling and use of books.

What has improved since the last inspection?

The staff have fully addressed the previous points for consideration raised at the last inspection.

Weekly planning now clearly shows the learning outcomes of the activities and how children are grouped. All staff are involved with this planning and through discussion demonstrate they are clearly aware of their roles regarding deployment, within the setting and the skills, knowledge and understanding children should be encouraged to reach within each activity. This in turn enables children to reach their potential.

Specific areas have been set up within the rooms which give children easy access to a widening range of tools and materials. These areas enable children to access equipment independently and spontaneously allows them to successfully develop their cutting, joining and folding skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children settle very well. They form very good relationships with adults and peers. They are interested and motivated to learn and are confident to try new activities. They are able to select resources themselves and are very independent. Three and four-year-olds are able to maintain high concentration levels when involved in activities. Children are developing a very good understanding of what is right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

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

Children negotiate with others very well. They speak clearly, listen and sit quietly when appropriate. They respond enthusiastically to songs and use speech very well to organise and explore real and imagined experiences. More able three-year-olds are able to hold pencils effectively to form recognisable letters. Children's independent use of books for enjoyment and to locate information, may be hindered through limited use of the book area.

MATHEMATICAL DEVELOPMENT

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

Most children can count confidently to ten and more able children up to twenty. They say and use some numbers in familiar context and are developing an understanding of addition and subtraction through songs and rhymes. They are taking note of shapes in their environment and are able to compare size and quantity, using language such as bigger and more. More able children are developing mathematical ideas and methods to solve problems, particularly through problem solving IT programmes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Children are able to find out observe and identify features in the place they live. They are developing skills in building and construction, selecting tools and materials easily. Three-year-olds can confidently complete simple programmes on a computer. Children are beginning to develop knowledge of culture and beliefs through use of multi-cultural resources and activities. For-year-olds successfully talk about present and past events in their lives.

PHYSICAL DEVELOPMENT

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

Children move freely with pleasure. They eagerly experiment in ways of moving and are developing very good skills in physical development. They are able to use a range of small and large equipment confidently. Children are beginning to recognise the importance of staying healthy through every day good hygiene practice. They handle tools and malleable materials with increasing control and more able children practise appropriate safety measures without adult supervision.

CREATIVE DEVELOPMENT

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

Children are exploring texture, shape and form in two and three dimensions. They are beginning to experiment, describe and discuss different textures. For example, when exploring the properties of shaving foam. They explore sound and how it can be changed through musical instruments and enjoy joining in with simple songs and rhymes. They use their imagination well in all areas of the nursery and are able to confidently express their feelings and respond well to comments and questions.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- monitoring and developing the book area to encourage children's independent enjoyment and confident handling and use of books.

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.