



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 319363

DfES Number: 510033

INSPECTION DETAILS

Inspection Date 01/08/2003
Inspector Name Valerie Craven

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Cherubs Kindergarten
Setting Address Chapel Cottage
18 Cragg Hill, Horsforth
Leeds
LS18 4NU

REGISTERED PROVIDER DETAILS

Name Cherubs Kindergarten

ORGANISATION DETAILS

Name Cherubs Kindergarten
Address Chapel Cottage
18 Cragg Hill, Horsforth
Leeds
West Yorkshire
LS18 5EN

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

Cherubs Kindergarten opened in October 1992 and provides full day care for the locality and wide surrounding areas. The nursery follows a Montessori philosophy alongside a traditional approach to education, with a focus on child-oriented education. It is located in Horsforth, on the outskirts of Leeds, in West Yorkshire. This well established privately owned nursery is managed on a day-to-day basis by the owner. Care takes place in a converted chapel building. The funded children have access to a downstairs spacious open-plan room, and a smaller upstairs room, often referred to as the 'Montessori room'. They have supervised access to a large secure outdoor play area, including a section known to the children as the 'jungle'.

The nursery has 42 children on roll, and is currently registered to care for a maximum of 30 children from three months up to five years old. This includes 3 three-year-olds in receipt of funding, and 8 four-year-olds in receipt of funding. None of the funded children have been identified as having special educational needs, or are learning English as an additional language. The nursery provides full-time and part-time places, and is open throughout the year, closing only for Bank Holidays. Daily sessions start at 8.00 am and finish at 6.00 pm. Out of school care is provided for children up to eight years old, including care before school, after school, and during school holidays.

There are four members of staff who work regularly with the funded children. All of the staff in the nursery hold various recognised qualifications in childcare and early years education. This includes some who are very experienced at working in a nursery, and the owner who is a qualified teacher. Staff receive support from the local Early Years Development and Childcare Partnership, such as advisory teacher support, with opportunities to attend locally organised training courses. The nursery staff are members of the National Day Nurseries Association.

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

How effective is the nursery education?

Cherubs Kindergarten is a well established setting that serves the locality and wide surrounding areas well. It provides a welcoming and very stimulating environment for children to settle and learn.

Children who are three-years-old and four-years-old are making very good progress overall towards the achievement of the early learning goals. They are making very good progress in the areas of personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

Quality of teaching is very good. Staff have a very secure knowledge and understanding of the early learning goals in all of the six areas. This is highlighted well in staff's detailed and comprehensive plans for the curriculum, including short-term, medium-term and long-term plans, evaluated regularly to help inform future plans. The methods used help all children to progress, with a focus on practical 'hands on', child initiated and spontaneous activities.

Leadership and management is very good. There is a clear ability by the setting to frequently assess its own strengths and weaknesses. This is shown well in the detailed and comprehensive yearly appraisals of the nursery, incorporating details under many headings, such as 'aims and objectives', 'staff', 'general information' and the 'educational programme'. The owner intends to maintain the high quality of care and education for all children.

Partnership with parents and carers is very good. They are given a range of quality information about the nursery and its provision, including a prospectus and frequent newsletters, with access to policy and procedure documents. Parents are encouraged to be involved in their child's learning, such as helping their child to practice a skill, are informed about their child's achievements and progress, and are encouraged to share what they know about their child.

What is being done well?

- Staff's very secure knowledge and understanding of the early learning goals in all of the six areas. This is highlighted well in staff's detailed and comprehensive plans for the curriculum, including short-term, medium-term and long-term plans, evaluated regularly to help inform future plans. They methods used help all children to progress, with a focus on practical 'hands on', child initiated and spontaneous activities.
- The clear ability by the setting to frequently assess its own strengths and weaknesses. This is shown well in the detailed and comprehensive yearly appraisals that are done about the nursery, incorporating details under many headings, such as 'aims and objectives', 'staff', 'general information' and the

'educational programme'.

- Children's relationships with each other and the staff, shown well when working together as part of a group, such as during practical model making activities. This included an enjoyable activity when they handled different coloured playdough and a selection of tools, all to help them to make the initial shape of a 'pizza base', and then various favourite 'toppings', sharing the resources fairly and taking turns.
- Children's talking and listening skills, including their ability to speak clearly and to show an awareness of the listener, fostered well during whole group gatherings, such as part of 'circle time'.
- Children's ability to say and recognise numerals 1-9, and to count reliably up to 10 everyday objects, promoted well during practical activities. This included a 'pond' activity when each child was asked to say and recognise a number featured on their individual 'pond', then to attempt to make and place an amount of 'creatures' on this 'pond' to match their identified number.
- Parent's access to a range of quality information about the nursery and its provision, including a prospectus and frequent newsletters, with access to policy and procedure documents.

What needs to be improved?

- The maintenance of the high quality of care and education for all children.

What has improved since the last inspection?

Cherubs Kindergarten staff have made very good progress since the last inspection, and this has had a positive impact on children's learning. There was one main improvement linked to a previous key issue:

Staff ensure they plan more effectively on a short-term level, and use children's own ideas and interests more to help inform future planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. Children have formed good relationships with each other and the staff, shown well when working together as part of a group during practical model making activities. This included an enjoyable activity when they handled different coloured playdough and a selection of tools, all to help them to make the initial shape of a 'pizza base', then various 'toppings', sharing the resources fairly and taking turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. Children are developing their talking and listening skills, including their ability to speak clearly and to show an awareness of the listener, fostered well during whole group gatherings, such as part of 'circle time'. They are extending their vocabulary when they learn new words linked to a current theme focus, such as 'autumn', and their early reading skills are developing, sometimes when making their own books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in mathematical development. Children are able to say and recognise numerals 1-9, and to count reliably up to 10 everyday objects, promoted well during practical activities. This included a 'pond' activity when each child was asked to say and recognise a number featured on their individual 'pond', then to attempt to make and place an amount of 'creatures' on this 'pond' to match their identified number. They can describe and compare many different shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in knowledge and understanding of the world. Children are developing their ability to explore and investigate as part of child initiated and spontaneous activities, such as questioning why a balloon filled with helium gas, once released, floats straight up to the highest part of the nursery ceiling. They are able to identify features of living things, observe changes to vegetables and herbs, particularly in a section of the outdoor area known as the 'jungle'.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in physical development. Children are developing their small muscles through handling a varied range of tools, objects, construction and malleable materials, including art and craft tools, mark-making and writing implements. They are skilful when involved in practical model making activities, such as when they made the initial shape of a 'pizza base'. Children are able to show an awareness of space, sometimes as part of music and movement activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in creative development. Children are encouraged to respond in a variety of ways using all of their senses, such as their sense of sight and taste. They enjoyed an outdoor blackberry picking activity in the 'jungle', observing which blackberries were ripe and which were not, counting how many they had picked, then later washing these to taste. Children are able to explore colour when involved in many art and craft techniques, such as 'conker rolling'.

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:

- Staff should address the following point for consideration in their action plan:
- Continue to maintain the high quality of care and education for all children.

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.