

Cherubs Kindergarten

Inspection report for early years provision

Unique reference number	319363
Inspection date	23/02/2011
Inspector	Helen Blackburn
Setting address	Chapel Cottage, 18 Cragg Hill, Horsforth, Leeds, West Yorkshire, LS18 4NU
Telephone number	0113 2591539
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Cherubs Kindergarten opened in 1992 and is managed by an individual owner. It operates from a converted chapel in Horsforth, a residential area of Leeds. There are schools, parks, shops and public transport links in the local area. Children have access to a fully enclosed outdoor area. The setting is open each weekday from 8am to 6pm all year round, except Bank Holidays.

The setting is registered on the Early Years Register. A maximum of 30 children may attend the setting at any one time. There are currently 48 children aged from two years to under five years on roll, some in part-time places. The setting also offers care to children aged over five years to 11 years. The setting is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 10 children in this age range on roll. The setting supports children with special educational needs and/or disabilities and children with English as an additional language. The setting operates in line with the Montessori educational philosophy and provides funded early education for three- and four-year-olds.

There are 11 members of staff employed at the setting. Of these, eight hold early years qualifications to at least Level 2. Three members of staff are currently training towards a qualification. The nursery proprietor holds a Montessori teaching qualification. The setting is a member of the National Day Nursery Association, Leeds Nursery Network and the Northern Montessori Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Relationships with the children, parents and others involved in children's learning are good. Practitioners provide a safe learning environment that positively promotes diversity, positive behaviour and independence. The children are happy and settled and they have a positive and enthusiastic approach to their learning. Overall, organisation and maintenance of a good range of policies and procedures contribute to promoting the safe and efficient management of the setting. Practitioners have good systems, such as, self-evaluation and reflective practice, that support them in bringing about sustained improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- extend parental permission for seeking emergency medical treatment to include consent to the seeking of emergency medical advice (Safeguarding and promoting children's welfare).
- 16/03/2011

To further improve the early years provision the registered person should:

- improve opportunities for children to access the outdoor area independently and consider the organisation of snack time so that systems provide support and time for children to complete tasks.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding and promoting children's welfare are good. Through accessing safeguarding training, practitioners have a good understanding of their responsibilities in protecting children from harm. They have effective procedures in place for identifying any child at risk of harm and for reporting and monitoring concerns. This means they ensure children's welfare is paramount. Staff retention at the setting is good and there are effective recruitment and vetting procedures in place. This contributes to ensuring practitioners are suitable to work with children. Procedures include clear inductions for new practitioners, which mean they fully understand how the setting operates. Practitioners ensure they supervise and keep a record of any visitors to the setting and this contributes to protecting children from harm. Overall, the setting maintains a good range of documentation, policies and procedures and these contribute to the safe and efficient management of the setting. However, there is a small omission on the parental consent to seek emergency medical treatment as it does not include seeking advice. This is a breach of a specific legal requirement. Practitioners provide a safe and secure environment for children to play. They manage this effectively as they carry out safety checks and complete regular risk assessments of the equipment, environment, activities and outings. In addition, practitioners work well together, they supervise children at all times and they adhere to adult-to-child ratios. This contributes to keeping children safe. Overall, they organise resources well so that children can make safe and independent choices in their play. However, during the winter months, organisation of outdoor play is more structured and means children do not access it as independently as they do in the summer months. In addition, although practitioners work well together to ensure the day runs smoothly for children, on the day of inspection, towards the end of snack time it was a little disorganised. For example, practitioners were trying to get children ready to go outdoors and read a story, and some children were wandering around before they had finished their snack. Practitioners make good use of the local community resources to extend children's learning. For example, they go on walks, invite parents and people from the community into the setting and use a local allotment to grow their own foods.

The setting's drive, ambition and commitment towards promoting ongoing improvement is good. Through self-evaluation, regular discussions and reflective practice, they evaluate and monitor their service well. This means they recognise any areas for development, such as the outdoor environment. Through regular appraisals, practitioners identify their training needs and this results in them accessing a good range of training. This supports their ongoing professional development. Practitioners welcome the views of others within the self-evaluation process. For example, they fully incorporate children's ideas and interests into the

planning and parents are welcome to share their views at any time. This demonstrates that self-evaluation is inclusive and reflects the views of the service users. Practitioners have also addressed all the recommendations made at the last inspection. For instance, by replacing worn carpet and ensuring children use individual drying facilities, practitioners promote good health and safety practices. This promotes good outcomes for children.

Practitioners have good relationships with parents and others involved in children's learning. This means they effectively meet children's individual needs as they regularly share and exchange relevant information. A wide range of policies, procedures, newsletters and notice boards provide parents with good quality information about the service children receive. Practitioners encourage parents to be involved in their children's learning and progression. For example, they have access to their child's progress records and they discuss children's achievements on a regular basis. In addition, through detailed information gathering as children start at the setting, parents are able to effectively share their child's abilities and capabilities. Practitioners work well with others involved in children's learning and care, such as, nursery, school or external agencies. This means they are proactive in ensuring children receive the best learning opportunities to support their learning, or if they need additional support or help.

The quality and standards of the early years provision and outcomes for children

Practitioners have good relationships with the children. They know them very well and this means they effectively meet their individual needs. Practitioners are actively involved in children's play and, through positive interactions, they challenge and support their learning. Observation, planning and assessment arrangements are good. For example, through regular observations, monthly assessments and daily discussions with the children, practitioners have a good understanding of their abilities, likes and interests. This means when planning for their next steps they fully incorporate children's ideas, such as dinosaur themes. This results in children having a positive and enthusiastic approach to their learning and it fully supports them in making good progress across all areas of learning. Children are imaginative and creative learners as they engage in a good range of role play activities, express their creativity through arts and crafts and use all their senses as they explore different textures, smells and media. Children confidently engage in conversations, enthusiastically join in stories, anticipating key events, and have good opportunities to make marks and devise lists through role play and other activities. This supports their communication, language and literacy skills. Practitioners provide a good range of activities to support children's problem-solving, reasoning and numeracy skills. For example, children explore objects of different shapes and sizes, count in everyday situations, engage in games that help them to match, sort and compare and build and construct with a variety of materials.

Through everyday routines, such as hand washing, children are developing a good understanding of the importance of effective personal hygiene practices. Through nutritious snacks and meals, growing foods on the allotment and activities, children

are effectively learning about making healthy choices. Opportunities for children to be active are good, which supports their physical development. For example, children splash in puddles, chase bubbles, climb, run and balance. In addition, through painting, cutting, drawing and manipulating different textures and media, such as, water, cornflakes and cornflour, children are developing their dexterity and coordination skills well. Through having good relationships with practitioners, and because their needs are met, the children are happy and settled. This contributes to them feeling safe. The children have a good understanding of how to keep themselves and others safe. For example, they learn how to use equipment in safe ways, learn about road safety and take part in regular evacuation practices.

The children behave well. Practitioners provide consistent boundaries and positive role models for children. Through play, children talk about being kind, sharing and taking turns. This results in children having positive and cooperative relationships with their peers. The children are confident and have good self-esteem as practitioners praise and value their contributions. The children have a good understanding of diversity, difference and the world in which they live. This is because they talk about differences, celebrate different festivals and traditions and access a good selection of resources that promote positive images of all people in society. In addition, children take 'Cherub Bear', the nursery bear, on their holidays. On their return, they discuss and record on the world map where he has been and what the bear experienced. This helps children to learn about different countries in fun ways.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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