

Cherub Nurseries & Pre-Schools Ltd

Inspection report for early years provision

Unique reference number	EY276275
Inspection date	21/02/2011
Inspector	Carol-Anne Shaw
Setting address	Woodmansey Mile, Beverley, HU17 8FF
Telephone number	01482 860289
Email	
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

Cherub Nursery registered in 2004 and is situated on the southern outskirts of the town of Beverley in the county of East Yorkshire. It is a private limited company with two other nurseries in the area. There is a manager employed to oversee each nursery. It occupies purpose-built premises, with separate playrooms for babies, two-year-olds and children aged from three to five years. There is a covered external play area, a garden and a fully secure grassed area, for outside play.

The nursery is registered on the Early Years Register to care for a maximum of 73 children under eight years at any one time, of these 21 may be under 2 years of age. There are currently 120 children aged from babies to five years on roll, of these 52 children receive funding for nursery education. Children attend for sessions of variable lengths. The nursery is open each weekday from 7am to 6.30pm all year other than bank holidays. The nursery takes children from the local area and the surrounding rural area.

The nursery is also registered on the compulsory and voluntary childcare register. At the time of the inspection, no services are provided for the older age group.

The nursery employs 18 staff, of these, 10 have a Level 3 early years qualification and 6 have Level 2. The manager and deputy have a Level 4 management qualification in addition to their early years qualifications. The nursery employs a cook who has appropriate qualifications. They have support from the local authority early years development advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There is a high level of partnership with parents that is extremely effective, this ensures the staff have a comprehensive and detailed knowledge to promote each child's individual care and learning needs. Children become confident independent learners and they make good progress in relation to their starting points. Children's health is given a high priority and excellent systems are followed to ensure children's health is maintained. The children enjoy nutritious and healthy meals that are cooked from fresh foods on site each day. The staff team are motivated in their endeavours to make ongoing improvements in the facilities and outcomes for children. The staff work continually to maintain the environment and ensure it is effectively organised, offering a good range of inclusive learning opportunities to all children.

What steps need to be taken to improve provision further?

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

- monitor and develop the management overview for the assessment and planning systems, to ensure the systematic and routine assessment of children's progress is recorded consistently for all areas of learning
- develop further the enabling environment, for example, extending the displays in rooms to value children's creative work, provide stimulating displays and posters to promote learning activities.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the policy and procedures support the provision in safeguarding all children. The staff team demonstrate a clear understanding of their role in safeguarding children from abuse and neglect. They regularly update their training in safeguarding issues and follow the nursery policies and procedures. All staff are confident in the systems and they would promptly report any concerns or allegations in line with Local Safeguarding Children Board procedures. The nurseries policies and procedures identify relevant contact details. There are robust recruitment and vetting procedures in place and records of staff clearances are maintained for inspection. Security is effective with clear systems for entry to the building, security buzzers, close circuit television, visitors book and locked double entry doors.

Children's health is extremely effectively managed by the nursery, there are highly effective and consistent daily and weekly cleaning systems in place that ensure the premises and equipment are maintained to a very high standard at all times. Children are enabled to manage their own personal hygiene from an early age, when washing their hands, blowing noses and cleaning their teeth, showing an excellent understanding of health issues and protecting themselves and others from infection. The nursery works cooperatively with parents to prevent the spread of infection through illness, following the sickness policy to exclude children who are ill. Most staff have a current first aid qualification, so are able to manage any minor accidents and emergencies for their key children. Clear emergency systems are in place.

There is an outstanding partnership with parents, with the staff working extremely closely with parents. They make many observations of children at play to establish their level of development. This is used to plan for children's continued learning and development across all areas of learning and to keep parents fully advised of their progress. The children's profiles are maintained mainly systematically and target the possible next steps in their learning for individual children. The current developmental summary, reviewed each term, provides a very good opportunity to share with parents how children are developing. This is linked to meetings with parents and the completing of the 'All about me' form, to provide ongoing updating of children's interests, this supports excellent communication with parents. Parents are welcome at any time to see the full extent of the records they have made of children's progress. These together with the daily books completed for the younger children and newsletters are extremely effective in keeping parents fully aware of their child's learning journey. There is lots of information for parents in

the entrance and policies and procedures are easily assessable.

The manager and staff are confident in each other's abilities and there is good teamwork and communication to ensure the smooth running of the provision overall. Recommendations set at the last inspection have been successfully addressed improving the outcome for all children. There are many opportunities for training and the support for staff development continues to enhance the quality of the provision. The manager and staff attend ongoing training to keep informed of current childcare and learning issues. The wide range of activities and resources are well organised to provide a welcoming and enabling environment. However, there is a lack of displays and posters to support the current theme of 'people who help us' and limited children's creative work is displayed in the different rooms.

There is a range of resources readily available, for children to freely access that inform children's thinking about the differences in society. The nursery promotes inclusion and values other cultures and lifestyles. The well qualified staff team are effectively deployed throughout the day. The key person system is working extremely successfully in all sections; this is effective in supporting individual children's wellbeing and promotes extremely effective partnerships with parents and carers. The staff team work in partnership with other professionals in order to effectively support children who attend other childcare services. The joint partnerships with other providers are in place and working well and there are good systems to support children's transition to other providers.

There are systems in place to evaluate and monitor the learning provision, however, these are still in the process of development. The manager uses her knowledge and skills to make changes that improve the outcomes for children. There are systems in place for staff supervision and meetings that enable the ongoing development of the provision. The nursery has completed a formal Quality Assessment and gained a Level one. The self-evaluation is ongoing and demonstrates the work the nursery has completed to implement the Early Years Foundation Stage and shows areas targeted for future development.

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

The staff in each section work well as a team each day to create a learning environment where children are confident and motivated. The trusting relationships, that children have with the staff and their parents together, further promotes the happy settled atmosphere. Children part easily from their parents and wave happily to them as they leave the building. The well organised, relaxed environment is a key factor in the success of the nursery and in children's learning and development. Children receive warm praise and encouragement for their efforts and behaviour. They behave very well and learn to take turns and share, using please and thank you as they play. They play cooperatively with the minimum of adult support and show a great deal of consideration towards their friends. The daily group discussions in the pre-school section, further encourages

their appreciation of their friendships.

Children become confident in the well rehearsed routines that promote independence in relation to their welfare and their learning. For example, they confidently select their own resources and easily find their favourite games on the low level shelves, older children confidently mark make and recognise their names. The younger children happily ask the adults for support when required to use the toilet, older children freely access the bathroom and inform staff they have washed and dried their hands properly.

Due to the inviting, accessible presentation of the broad range of resources, children make good choices in their play and learning. As they play, they spontaneously reach for other resources to support their play. The staff team are skilled in supporting children's learning and development wherever they choose to play and to extend their learning, the doctors medical bag enabled the baby dolls to have their injections and some good bandaging skills were evident. The staff skilfully use conversational questioning to help children to think about the number of bricks they use to build a tower.

Children are often creative, they concentrate as they use the glue or paint for their creative work. Children's creative work is not effectively displayed and this limits how both children and parents view and value creative development. They engage very confidently in role play and join in games that support their language development. Children are encouraged to respect and value each other's differences and abilities, activities and resources are freely available to promote children's understanding of diversity.

Children develop a clear understanding of how to keep themselves safe whilst on the premises. They are so confident in daily routines, they know how to organise themselves ready for group time, put on their coats and boots to play outside. They learn the climbing and balancing skills which are necessary for keeping themselves safe as they become more adventurous in their play. They discuss the police and fire services to support their understanding of staying safe. Children confidently discuss their health and hygiene needs with staff which helps them to become very aware and capable in managing their own needs, for example cleaning teeth after lunch.

Children are extremely well nourished. They receive varied and nutritious meals which are freshly prepared on the premises each day. The children enjoy healthy snacks of fruit and inviting meals and they develop a good level of understanding of healthy eating. The cook is an additional strength in the nursery, providing a wide range of meals that support children's healthy eating. She works to support children with dietary needs, cooking individual meals as required. Vegetables and fruit are pureed for the younger children, building in consistency as they are weaned. The children eat well and enjoy their meals. Excellent information is available to parents about food and favourite recipes the children enjoy are shared with parents. The younger children have meals planned to their own routines. The staff are proactive in making sure that children have plenty to drink, the water coolers are effective in supporting children to drink water and keep hydrated. The staff ensure that parents understand the importance of the younger children

having exercise and access to fresh air. The children concentrate at their play and enjoy the outside learning opportunities in the fresh air.

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	1

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	1
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

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