

Cherubs Pre-School 2 at Robert Beard Youth House

Inspection report for early years provision

Unique reference number	118540
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Inspector	Amanda Allen
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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 Pre school @ Robert Beard is one of four day care settings owned by Cherubs Pre school Ltd. It opened in 2001 and operates from the Robert Beard Youth House in Hornchurch in the London borough of Havering. A maximum of 18 children may attend the pre-school at any one time. The pre-school is open each week day from 9am to 3pm and except Fridays where the hours are from 9am to 12pm term time only. All children share access to a secure enclosed outdoor play area.

There are currently 42 children from two to under five years on roll, Of, these, 32 receive funding for early education. The nursery employs seven members of staff including the managers. Of these, five hold appropriate early years qualifications, one is training towards her NVQ Level 2 and one is unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are promoted well. Children's individual needs are met to a high standard as staff are proactive in ensuring they have a good knowledge of the individual needs of the children in their care. Staff ensure that all children are supported to fully participate in the activities provided. Evaluation and reflective practice ensure the setting builds on the staff's professional development and that of the service it provides. Partnerships with parents and links with outside agencies is strong which ensures children's needs are fully met.

What steps need to be taken to improve provision further?

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

- improve systems for observational assessment to ensure that they include their next steps and are linked to all six areas of learning

The effectiveness of leadership and management of the early years provision

The preschool has clear safeguarding children procedures in place and provides information to parents which is in line with the Local Safeguarding Children Board guidelines. Children are kept safe and secure due to the vigilance of the staff and the daily and annual risk assessments they undertake. The children have freeflow access to the outdoor play area, where staff closely supervise them to ensure their safety at all times. Staff have a very good understanding of the safeguarding children procedures and are clear about the action required to protect children

should the need arise. Full vigilant fire drills are in place, recorded and regularly practised to ensure all children have a thorough understanding of what to do in an emergency. Staff work well together to maintain high staffing ratios. This enables children to move freely and to choose from the different activities provided both indoors and out. Staff work hard to ensure the sessions run smoothly so children feel settled and confident in their routine. There are well organised systems in place to ensure all of the required records and documentation are available at all times and are kept safe and secure. This ensures that records are confidential. All developmental records are shared with the parents and the staff ensure that all parents are kept up to date with any accidents and/or incidents. The setting has full policies and procedures in place which are available at all times for parents to view with copies of the main policies also included in the prospectus.

Parents receive daily feedback with the staff about the children's day at the setting. Parents are constantly encouraged to be involved in their children's learning as they are informed daily about activities their children have undertaken and have unlimited access to observations and assessments of their children's progress. Staff work extremely hard to make sure parents feel included and are kept well informed about their children's progress and welfare. A parents' notice board is available, which displays their registration certificate, insurance, curriculum planning for the children and selection of other relevant information. This ensures that parents are kept up to date with what is happening daily at the preschool.

Good partnerships with parents and other agencies is a key strength in the setting. Parents receive an abundance of information about the setting and have regular newsletters and questionnaires to ensure they are kept fully involved with what is happening at the setting. The staff also have strong links with other professionals and are very committed to inclusion of all children to help promote continuity of care and education for the children. The setting is fully committed to promoting inclusive practice and is aware of the importance of teaching the children about diversity. Children are taught about equality and diversity at a level that they are able to understand and learn from. Extremely positive steps have been taken to ensure that children can move on successfully to new settings as their key persons are involved heavily in settling them in at new schools. These steps contribute to great continuity of care for all children. All children are well supported to be able to join in all the activities. Plenty of pictorial images, warm staff and activities that are adapted for all individuals, encouraging all children to have a voice and give them access to take part in all activities on offer so that everyone is valued and included. The self-evaluation process is effective and includes all staff and parents' views. The managers and staff are able to clearly identify the setting's strengths and weaknesses and they work with the local early years team to maintain continuous improvement of the provision. All staff attend regular training sessions which enables them to keep their knowledge of early years legislation up to date.

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

The preschool is a very warm and welcoming place for children to learn through play. The environment is bright and colourful and children enjoy helping to create the display boards around the room, for example, photographs of the activities have been used to create a choosing board and children enjoy painting flowers for the new Spring wall display. Each area of the room is full of interesting, stimulating equipment and resources that children can freely choose from. Children have a good mix of child-led and adult-initiated activities. Children have access to a good range of resources which reflect diversity and equal opportunities. Their individual interests are known by the staff, which successfully support children in their play and extend their learning. Staff interaction with the children is enthusiastic and they use lots of challenging, open questions such as, how can we? how many?, what can you see? to help extend their learning and develop their language skills.

Children attending the setting are clearly respected by staff. They seek the views of the children during activities about what they like to do and which resources they would like to play with. Planning for all children ensures that they are all able to progress with great success, given their ages, abilities and their on entry assessment. Clear and concise planning ensures plans are adaptable to meet the individual needs of all of the children attending. Clear learning intentions for each of the activities are recorded and are evaluated to ensure the children enjoyed them and that they fulfilled the learning outcomes. The staff have a good understanding of the Early Years Foundation Stage. They plan and deliver an imaginative and exciting range of activities for the children that cover the six areas of learning. The children are allocated their own key person who undertakes observations of their achievements, which are recorded in children's individual files. The staff use a range of media to gather a clear picture of each child's individual needs. Staff use observations, photos and discussions with parents. Observations are detailed and are used to inform the planning of the continuous provision for the children; however, not all next steps are consistently recorded and they are not linked to the six areas of learning. As a result, there are missed opportunities to maximise learning potential for all children.

Children enjoy using a range of craft materials which enhances their creative development both indoors and out. The outside area is well organised and enhances the children's development of their large and small muscle movements, as they use the range of well maintained play equipment. Children clearly enjoy the free access they have to the well stocked outdoor area. They use beakers to measure different amounts of water in the large water tray, enjoy reading books and writing numbers and letters at the tables and a good range of larger equipment such as scooters, tyres and log stumps enable children to use the outside space in a range of different ways. Children who wish to can read stories while getting fresh air and this adaptable attitude towards books enables children to explore them without limiting themselves to just the book corner. Staff encourage children to explore their natural world, for example planting seeds in the setting. Children are able to identify that the seeds need 'water' and 'sun' to grow and that if they dry out they will need more to drink. The children's small

muscle skills are greatly enhanced by the activities they have on offer around the setting both inside and out, across all six areas of learning. Children thoroughly enjoy cutting and rolling the modelling dough and creating works of art on the laptop and printing them off. Staff encourage children to explore their natural world, for example the recent study of fish and animals, setting up the role play area as a veterinary surgery and making under the sea pictures for the wall display. Children learn about different cultures as they enjoy celebrating different festivals, dressing up and reading a variety of books from around the world. They have access to many positive images of different cultures, religions and abilities.

Children are carefully supported to learn excellent hygiene skills through the use of effective hygiene routines. Children are escorted to the bathroom by staff but take themselves to the toilet and wash their own hands, and they are provided with individual paper towels. All children are openly encouraged to wash their hands after they have come in from the garden, before and after eating and after using the bathroom. This ensures children are protected against cross-contamination and infection. Children have an excellent understanding of healthy eating as they are encouraged to discuss healthy foods as part of their sessions and parents are asked to supply healthy snack choices for their children.

Staff are very calm with the children, and explain everything to them at a level they can fully understand, which results in well behaved children who respond well to praise. Staff have a clear understanding of the importance of the use of positive strategies to support children's behaviour and monitor the children at play to ensure that toys and equipment are used safely and appropriately. All staff actively encourage children to share and take turns and they openly discuss feelings on a daily basis, in fun ways through the use of stories and songs. This contributes to their feelings of safety as they learn in a caring, environment that values their individual needs

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

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