

Little Cherubs

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Little Cherubs nursery opened in 2000. It operates from group rooms set out over two floors of a purpose built premises and has use of an enclosed outside play area. The nursery is open each weekday from 08:00 to 18:00 for 50 weeks of the year.

The nursery is registered to provide full day care for 52 children under five years, of these, not more than 29 may be under 2 years and, of these, not more than 9 may be under 1 year at any one time. There are currently 53 children aged 3 months to five years on roll of these, 17 are funded 3 year and 4 year olds. Children attend for a variety of sessions and most come from the local area. The setting supports a small number of children with special educational needs and/or disabilities and a small number of children who speak English as an additional language.

The nursery employs 17 staff and of these, 14 including the manager hold appropriate early years qualifications, three staff member are currently working towards a qualification. The nursery has regular support from an area special educational needs coordinator (SENCO). Staff have access to training courses and support services run by the Lewisham Early Years Development and Childcare Partnership (EYDCP) and the Lewisham Early Years Advice and Resource Network (LEARN).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and beginning to achieve and gain skills for the future, although monitoring systems and assessment evaluations are still evolving. There are appropriate measures in place to ensure children's safety and promote good health. Generally effective implementation of policies and procedures and developing relationships with parents ensure that the individual needs for most children are met. Positive action has been taken to tackle recommendations through the previous inspection and systems to evaluate practice are generally effective in supporting management and staff to improve standards. The setting has developed successful partnerships with some other agencies. There is a good awareness of where weakness in the provision exists and a strong commitment to take improvement plans forward.

What steps need to be taken to improve provision further?

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

- develop robust systems to monitor the quality of teaching and learning in the Pre-school

- develop the planning and assessment arrangements to ensure individual needs are met, including the more able.
- develop further play activities to ensure children are provided with mathematical development opportunities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded adequately through the policies, procedures and practises implemented by staff. All staff are aware of child protection issues and how to refer any concerns. Fire drills are successfully implemented, recorded and evaluated to ensure all children have a good understanding of what to do in an emergency. Thorough risk assessments are recorded and in place for everyday use.

All required documentation is in place to promote children's well-being and good health such as; accident records, medicine administration files and sufficient staff hold a current first aid certificate. Procedures are implemented to ensure staff have checks and appropriate clearances to allow unsupervised access to the children. A safe arrivals and departure procedure ensures children are collected by authorised people known to staff.

The recently appointed manager has a clear sense of what the priorities are, through a consultation and self-evaluation process involving staff, parents and children. The comprehensive development plan is regularly monitored and actioned. However, effective monitoring of the quality of teaching and the assessment of individual development and welfare needs are not fully embedded. The setting has built a committed team supported by opportunities for continual professional development, following a period of high staff mobility. The staff work closely together to enhance their practices and to identify weaknesses either through their past inspections, support from the local authority and through training courses attended. The setting has an ambitious drive towards their continuous development.

Children have access to a wide range of resources, either pre-selected or within accessible reach of the children. The resources available promote all areas of learning and ensures inclusive practices encouraging all children to participate in the setting's activities. The recent refurbishment and decoration of the indoor area and outdoor space provide a welcoming, safe and accessible environment to meet individual needs. Children access resources that reflect today's diverse society including: books, dolls, role play costumes and musical instruments. Children celebrate a range of festivals and cultures to help them to understand the importance of celebrating difference.

The setting has established effective links with another setting and professional agencies. Staff have a good understanding of the systems in place to liaise with their professionals, particularly speech therapists and the Lewisham Early Years Intervention Team. The setting has adequate procedures in place to engage parents in their child's day. Parents receive regular newsletters, attend termly

conferences to discuss progress and have daily contact with their child's key person.

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

Staff have a sound understanding of the Early Years Foundation Stage and use a key person system to support children to make satisfactory outcomes. Newer staff members are supported by the manager and experienced members of staff. Children enjoy a balance of adult led and child initiated activities across all six areas of learning. As children play, staff complete meaningful observations and take photographs of the children participating in the various activities that are undertaken. These observations are completed and used to inform planning for the next steps in children's learning. However the new planning format is not fully embedded and evaluations of children's learning are not consistently developed to inform future planning and meet individual needs, particularly the older more able children. A system to track children's progress has been implemented and achievements are recorded. Targets are set in all areas of learning and reviewed regularly. Where necessary, staff provide additional equipment or materials at children's request during child initiated activities to enhance their learning.

Children are happy and play cooperatively and have formed trusting relationships with staff. Activities are age appropriate and children enjoy taking part. For example, participating in post office activities including dressing up, emergent writing and constructing parcels. However, on occasion staff lack the necessary skills to extend children's learning further with effective questioning or through open ended questions to encourage children to think for themselves or challenge their learning. All staff apply clear and consistent boundaries and model positive behaviour. As a result, children demonstrate a good sense of responsibility, kindness and cooperation to staff and peers. Children were consistently well behaved, polite and work well independently and in groups.

Children in the pre-school room demonstrate good listening skills by following instructions and enjoying stories. Writing activities are provided using themes of post offices or supermarkets and children show confidence as they attempt to write their names on work they have produced. Children independently select books and older children read familiar stories independently or in small groups. Children confidently use the computer mouse with skill and can operate simple programmes to support their development of use of technology. Children can access a range of equipment from the mathematical development area and children enjoy activities involving jigsaws and the construction of 3D shapes. However, opportunities were not effectively used to question or challenge problem solving or number development, particularly for the more able children. They enjoy their outdoor play space and have daily opportunities to enhance their physical skills as they pedal tricycles, ride scooters, run through tyres or climb.

Overall, the younger children are content and settled at the nursery. Staff comfort babies and develop close relationships. They talk to children consistently, encouraging their language skills. They enjoy exploring the indoor soft play area and investigating their own outdoor space. Toddlers development of fine motor skills is encouraged by staff. For example, to use utensils to feed themselves and moving coloured beads around the bead roller coaster.

Children's understanding of hygiene practices is promoted well. They know the reason for washing hands before eating, preparing food and after toileting. They confidently use the bathrooms independently, with staff on hand to assist younger children with toileting. Staff have access to and implement effective procedures for changing children's nappies and clothes when needed. Private facilities are available to respect children's dignity. Children have a good understanding of how to promote their own safety. Children benefit from a range of healthy meals and snacks and have free access to water to promote their independence. Mealtimes are social occasions where children are able to develop their self-help skills as they are involved in the serving process. Children's dietary requirements are discussed with parents at the outset and fully accommodated .

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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