

Cherub Nursery

Inspection report for early years provision

Unique reference number 509929
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Inspector Carol-Anne Shaw

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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

Cherub Nursery was registered in 1993. The nursery is one of three daycare provisions owned and run by Cherub Nurseries and Pre-School Childcare Limited. It operates from a two-storey detached building, situated in Sutton-on-Hull and serves children and families living locally and from further away. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 67 children may attend the nursery at any one time, with a maximum 19 under two years, all of whom may be on the Early Years Register. There are currently 112 children attending who are all within the Early Years Foundation Stage. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is not offering care for older children.

The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate level 3 early years qualifications. A cook is also employed. The nursery has completed Step One of The Steps to Quality Yorkshire and Humber and Quality Counts and level 1 from the National Day Nursery Association. They have also received the Certificate of Recognition for Investors in People, Bronze Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides effectively for children in the Early Years Foundation Stage. Children progress in their learning due to the sound knowledge and expertise of the qualified staff team and the enabling environment. The nursery has a positive attitude towards inclusion. Children's individual needs are met because of the good relationship the staff have with parents. The recommendations from the last inspection have been completed. The management and staff team are currently reviewing their self-evaluation procedure, to identify and acknowledge areas for future development. The nursery has not ensured that Ofsted have the required documentation for the new manager.

What steps need to be taken to improve provision further?

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

- provide Ofsted with the new managers date of birth, 28/06/2011
name, any former names or aliases and home
address, in order for suitability checks to be
completed. (Suitability of adults)

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

- refine the observation and assessment systems to better reflect the possible next steps for children's learning
- improve the floor covering in the pre-school area.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because their policies and procedures are clear and the staff team demonstrate a clear understanding of their role in safeguarding children from abuse and neglect. The staff team regularly update their training in safeguarding issues. All staff are confident that they would promptly report any concerns in-line with the Local Safeguarding Children Board procedures, the nursery's policy and procedure identifies relevant contact details. There are robust recruitment and vetting systems in place to support the safeguarding of children. However, the required documentation for the new manager has not been received by Ofsted, this is a breach in regulations an action has been imposed. This has not compromised safeguarding as clearance documents are available at the nursery and the manager has the required qualifications for the position.

Children's health and well-being is effectively supported, through comprehensive health and safety procedures, which are consistently put into practice. In addition, accident and medication procedures are maintained effectively. The systems in place to keep children safeguarded are effective, supporting children's well-being. The nursery demonstrates a firm commitment to ensuring that the setting is inclusive for all families, through an environment that promotes diversity positively. Partnership working with parents is effective and comprehensive information is gained from them before children attend the setting. Parents have access to the children's individual development records and are provided with up-to-date information about how the setting operates. Policies and procedures are readily available to parents on entering the nursery, including the complaints procedure. There are opportunities organised each year to allow both parents to attend a meeting with staff to discuss children's attainment and share how they can support their child's learning further. A discussion is held with individual parents to support children's transition to school. Parents state how confident they are with the care in the setting, how well their children settle and enjoy their time at the nursery and the wonderful opportunities the children have to learn and develop. Partnership working in the wider context, such as with schools children may attend in the future is more difficult, as children attend from a wide geographical area covering many different schools.

Most of the records, policies and procedures required for the safe and efficient management of the setting are in place, shared and understood by all. These are frequently reviewed and implemented in practice, ensuring all children are safe, included and their individual needs met. Clear safety procedures are implemented to allow children to take advantage of a wide range of resources that are well

organised to provide a stimulating learning environment. Regular risk assessments are completed to minimise any dangers and children learn how to use equipment safely. The floor in the preschool has not been maintained to a good standard, all other areas are suitable.

Staff training needs are identified and provided for resulting in a team committed to professional development. Training, observations, feedback from other professionals and staff's own reflections are shared with the rest of the team at their regular meetings. Recommendations set at the last inspection have been successfully addressed, staff regularly monitor and evaluate their practice and provision. The views of the parents are sought through discussion and questionnaires. This leads to development actions being set and addressed which improves the outcomes for children and demonstrates a commitment to continuous improvement. For example, the team have developed the outdoor area to provide further opportunities for children to explore different resources that are available in the outdoor environment. The new manager with the staff are starting to prioritise the areas they want to develop next.

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

The adults support children's overall development effectively in the nursery. Children show an interest in imaginative play, through using a wide range of resources and activities they become aware of the wider community. They use large building bricks to support them in their play, developing an understanding of size and shape as they construct. The environment in all sections supports children's learning effectively. Resources are easily accessible, supporting children's spontaneous learning and interests. Children are creative, exploring paint using their fingers and paint brushes, talking about colours as they do so. They experiment with glitter and glue. They confidently use numbers and mark make. They develop their thinking skills, as they understand what type of clothes are suitable in different types of weather, wearing sun hats and cream for hot days. Communication and language are fully supported. All children have opportunities to learn about the natural world, they go on local walks to the park.

The younger children, under two years of age, receive good support from staff through reassurance and physical contact, such as cuddles and communication when they require comfort, supporting their emotional well-being. The rooms are arranged very effectively to support their learning, children move around freely and choose activities. They learn to feed themselves at lunch time, with growing independence. Children play in the water, enjoying pouring the water. They explore the different textures of material, use glue and paint as they make pictures. All children are included happily and are supported very well by staff. Their home routines are followed for meals and rest.

Observations and assessments of all children's learning are completed. The starting points of individuals are recorded on their development files, demonstrating what they have currently achieved with their learning and development. The information when children first start at the nursery is linked to the early learning framework to

start the individual learning profiles. The observations show clearly what they achieve in the different areas of learning, however, the possible next steps for children's individual learning is only recorded at the end of each term. The staff team know the children well and information is used to inform the planning to provide personalised play and learning opportunities for children. The staff team are effective in progressing individual children's learning across the six areas of learning. The staff record with clear examples for all children, how they are progressing in their learning within the framework. As a result, children are making good progress towards the early learning goals in all areas of learning.

Children are helped to stay safe as they receive gentle reminders to use resources safely. They start to understand the importance of fire safety through completing regular practises. All children are helped to understand the importance of fresh air and exercise as they regularly play outside. The children develop their gross physical skills as they balance on equipment, climb small equipment and experiment in their movements. Children eat a healthy lunch, freshly prepared by the cook who is skilled in including vegetables in the foods children enjoy; children help to prepare the fruit snack. Children learn to use their cutlery well and sit socially enjoying their meals. The younger children learn to feed themselves with growing independence enjoying their food. Snacks of different fresh fruits are available and throughout the day water is readily available for the children to access.

Children are very confident and very happy in the nursery, their behaviour is good, they make choices and learn to become very independent. Diversity is valued and respected in the setting. This is shown through pictures and books reflecting diversity, available through the setting and gives positive messages of the differences in people. This creates a welcoming environment for all. Children also use resources that reflect disability and diversity, such as dressing-up costumes and small world people. All children progress well in their learning, considering their starting points and gain skills for the future as they become more independent. As a result, children are making good progress towards the early learning goals.

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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide Ofsted with the new managers date of birth, name, any former names or aliases and home address, in order for suitability checks to be completed. (Changes to people) (also applies to voluntary part of the Childcare Register) 28/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory section of the report. (Changes to people). 28/06/2011