

Cherubs Nursery & After Care

Inspection report for early years provision

Unique reference number 134702
Inspection date 22/06/2011
Inspector Jenny Read

Setting address Cherubs Nursery, Unit 1, Milton Road, Shipton-under-Wychwood, CHIPPING NORTON, Oxfordshire, OX7 6XU
Telephone number 01993 832773
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

Cherubs Nursery and After Care is privately owned and has been registered since 1999. It operates from a converted two storey building in a business park set in the rural town of Shipton-under-Wychwood. The premises includes three base rooms, a library, sleep room and toilet facilities on each floor. The older nursery children and school age children use rooms on the first floor. There is an enclosed outside area with patio and astro turf surfaces for children's play. The nursery supports children with special education needs and children who speak English as an additional language. The nursery is open each weekday from 7.30am to 6pm, all year round.

The nursery is registered to care for a maximum of 45 children under eight years. There are currently 47 children on the roll in the early years age group attending on a full or part-time basis all year round. The Nursery receives funding for the provision of early education for children aged three and four. There are currently four children on roll in the later years age group attending before-and-after school and during school holiday periods. The nursery employs 11 staff, including the owner and manager. The owner holds a playwork qualification. Three staff, including the manager, hold childcare qualifications to level 3 and three staff have achieved a level 2. Three staff are currently working towards a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are generally well met and they make satisfactory progress in their learning and development. Assessment and planning is uneven meaning that the learning needs of children are not always fully met. Outcomes for children are broadly satisfactory and improving ensuring that they are safe and secure. Generally good links with parents ensures they are kept suitably informed about most issues relating to their children. The management team demonstrate a sound commitment to continuous improvement. They make some use of self-evaluation to identify some strengths and areas for development but systems are not yet sufficiently robust to ensure that all the requirements and gaps in the provision are identified.

What steps need to be taken to improve provision further?

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

- ensure the daily record of the names of the children looked after on the premises and their hours of attendance are completed (Documentation) (applies to 01/07/2011)

- both parts of the Childcare Register)
- obtain necessary information from parents in advance of a child being admitted to the provision, including emergency contact numbers and information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare)

22/08/2011

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

- develop the assessment and planning systems to ensure children experience a balance of activities across the six areas of learning inside and outside and activities radiate from children's next steps to help them build on what they already know and can do
- review the information shared with parents about their children's learning and development .

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure and satisfactory recruitment, vetting and induction procedures ensure necessary checks are carried out. Staff are suitably trained and know what action to take with any child welfare concerns. The premises are safe, warm and welcoming. Well implemented procedures for the safe arrival and collection of children, including finger print recognition, basic risk assessments and staff's vigilance of safety issues, ensures appropriate steps are taken to identify and eliminate risks. Staff help children to keep themselves safe generally well and broadly support their learning and development. Although the available resources are organised and presented nicely, their use in planning is inconsistent, meaning access to a wide and varied curriculum inside and outside is not consistent enough.

The leaders and managers are motivated to seek further improvement and communicate ambition and drive and secure improvement satisfactorily. Self-evaluation is evolving and based upon satisfactory levels of monitoring and analysis to identify some strengths and weaknesses. However, there are some partial breaches of regulation relating to records and documentation that have not been identified. For example, emergency contact details are not in place for all children and registration forms have not been up-dated to include who has legal contact and who has parental responsibility for the child, however, these do not have a direct impact on children's wellbeing. Generally good account is taken of recommendations made from inspection and there is some early evidence of their beneficial impact on children's welfare, learning and development. For example, recently introducing low-level storage units in the toddler room is encouraging children's independent access to resources. The nursery adequately promotes equality and diversity through satisfactory knowledge of each child's background and needs. They celebrate some cultural festivals to help children begin to learn about the wider world, such as seeing their name written in Chinese.

The staff and management team has a generally positive relationship with parents and carers. Parents are made to feel welcome and individual programmes are devised to encourage them to settle their children before leaving them. Through occasional parent questionnaires and informal discussions, staff seek and take account of the views of parents about important issues, including exact details of how they want their children's food heated. Children are involved in making decisions to some extent, although opportunities to actively gain their views and suggestions have not yet been fully explored. Colourful, informative displays, some use of daily diary sheets, daily informal discussions and occasional sharing of their children's assessment information, provides clear and accessible channels for parents and carers to communicate with staff and management. Parents receive adequate information about how well their children are achieving, their wellbeing and development. Staff communicate with some other providers supporting children, and information shared is occasionally used to promote continuity in children's learning.

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

Children know and comply with safety, health and care routines. Most children are developing a sense of how to stay safe within the nursery through regular practice of the escape plan and occasional explanations for safe play. Some children use their initiative and take responsibility for their own safety, for example, using the stairs carefully and sitting nicely on their chairs at meal times. Overall, babies and young children are starting to develop a sense of security and confidence within the nursery due to generally good interaction. Children follow appropriate personal hygiene routines, washing their hands before meal times and after using the toilet. Wearing disposable gloves, cleaning the changing mat after each nappy change and using separate bedding at sleep times, minimises cross infection. Numerous posters and displays around the nursery and occasional topics are helping children begin to learn about healthy eating. Most children benefit from some form of physical activity indoors and out.

Overall, children make sound progress in their learning. Staff use a reasonable range of teaching methods and resources across some areas of learning to plan a satisfactory range of activities and experiences, inside and sometimes outside, to meet children's needs. As a result, most children are broadly content, settled and willingly take part in activities, such as building with blocks. Children make some choices about the activities they engage in, but have few opportunities to regularly explore paint, water, sand and other media when they wish to further develop their sensory experiences, because these are only occasionally available or planned.

The level of challenge to interest and engage children is satisfactory. However, assessment and planning do not build on what they already know and can do because next steps in their learning are not identified consistently enough. Staff are flexible and use observation generally well to respond to children's interests.

For example, they respond to children's choices to play in the role play area, helping support and sensitively encourage their imagination. They offer new ideas as the children take on different roles enabling them to use some resources creatively and develop their play further.

Children and babies are secure in the nursery and most are beginning to display a strong sense of belonging. They are happy and generally display confidence and self-esteem because relationships are secure and they are well supported when they are tired or upset. Through regular discussion many children demonstrate generally good awareness of the rules for acceptable behaviour and take some responsibility in helping to reinforce them during play. Individual named drawers, coat pegs and some displays of children's work around the nursery help children to feel valued and included. Children learn to use and care for their environment, helping to feed and assist staff with cleaning the budgerigar and watering their strawberries.

Children are developing language generally well because some staff show interest and helpfully narrate their play. The younger children enjoy looking at books, listening to the stories generally well. They enjoy dancing to familiar songs and the babies smile contently as they bang, shake and try to use a selection of instruments. Babies benefit from daily opportunities to develop their large physical skills as they practise their early walking. Older children practice their mark making, creating some recognisable letters for their name. Generally good support and encouragement at circle time encourages some children to confidently share their news and talk about things brought in from home.

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	3

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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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:

Met

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:

- take action as specified in the early years part of the report (Records to be kept) 01/07/2011