

Cherubs Day Nursery and Pre-School

Inspection report for early years provision

Unique reference number	254601
Inspection date	19/07/2011
Inspector	Sue Riley
Setting address	362 St. Albans Road, Bulwell, Nottingham, Nottinghamshire, NG6 9FR
Telephone number	0115 9795994
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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 Day Nursery and Pre-School, Vale View opened in 1996. It is one of 10 privately owned nurseries. It operates from a number of rooms on the ground and first floor of a detached building. The nursery is situated in the Bulwell area of Nottingham. All children share access to a secure enclosed outdoor play area. Children come from the local and wider communities.

A maximum of 82 children in the early years age range may attend the setting at any one time. There are currently 95 children attending who are within the early years age range. The provision also offers care to children up to the age of 13 years. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. Children attend for a variety of sessions. The nursery currently supports a number of children with special educational needs and/or disabilities and a number of children who speak English as an additional language.

The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year, closing only for one week at Christmas and all main bank holidays. The nursery employs 25 members of staff. Of these, 23 hold appropriate early years qualifications and two are working towards a qualification. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the nursery and receive good levels of care because the qualified staff work very closely with individual children and their families. Good systems are in place to ensure that all children's individual needs are routinely met, however the setting has not gained information from all parents regarding legal contact and parental responsibility. Staff have a good knowledge of the Early Years Foundation Stage and how children develop and learn through play, observation and assessments systems are developing. Good partnerships between parents and staff ensure that individual children's needs are met and their protection assured. Some partnerships with other providers in childcare are in place. Successful steps are taken to self-evaluate its provision for children and the nursery demonstrates a suitable capacity to make continuous improvement and sustain its high standards.

What steps need to be taken to improve provision further?

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

- obtain information from parents in advance of a child being admitted to the provision, regarding who has

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legal contact with the child, and who has parental responsibility for the child. (Safeguarding and promoting children's welfare)

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

- develop further the relationships with other practitioners to support children's transition between settings
- develop further the observations and assessments of children to enhance planning and provide more motivating learning experiences for each child

The effectiveness of leadership and management of the early years provision

Children are well protected because staff have a good understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the qualified staff team keep the premises very secure and supervise the children at all times. The nursery has suitable robust recruitment procedures in place. Detailed risk assessments are carried out to provide a safe environment both inside and out for children. The whole staff team are starting to be involved in the self-evaluation process. Parents' views are sought through different methods, for example, daily comments or questionnaires. The nursery has addressed the recommendations raised at the last inspection. They value the support they receive from the local authority. The nursery has sound monitoring systems in place for the many record keeping systems. However, due to the change in the registration forms, not all children have information about who has legal contact or parental responsibility. The staff update policies and procedures appropriately. The owner routinely makes good use of a range of monitoring systems relating to the provision and outcomes for children. Children's well-being is enhanced due to the good organisation of this setting. There has recently been a change of manager and they have been greatly supported by the operations manager.

The good liaison with parents and carers contributes to improvements in children's achievement, well-being and development. The nursery places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start the setting. They complete information sheets and forms about what their child can do and their individual likes and dislikes. This information helps staff to have a good knowledge of each child's background and needs. The nursery has regular parents' evenings in which all parents are invited to spend time with the staff in discussing their child's development and progress. The nursery is starting to develop further working partnerships with the schools that children move on to in order to further support transition. The partnership with other agencies that support the children in the nursery is good.

All staff are focussed on helping all children to make good progress in their learning and development, and in promoting their welfare. The nursery effectively and actively promotes equality and diversity. Staff are effective in ensuring that all children are well integrated and make progress in their development. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development.

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

Children settle well in the nursery and enjoy the use of the wide range of toys and equipment. They make good progress towards the early learning goals. The staff plan and provide activities that take into account children's individual learning needs. They observe and assess children's progress and have generally detailed assessment records for each child as a record of their development and learning journey whilst attending the nursery. However, the staff have recently changed these systems and are in the early stages of working with them, meaning they are not as rigorous or as informative as they could be. Children are very eager to play and join in with the activities; they get excited at what they are doing. Their levels of concentration are good as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. All children behave well as staff use appropriate strategies to encourage children's good behaviour. For example, distraction or positive praise. Staff clearly explain to the children about what is expected of them and the general rules of the setting are reinforced in a calm manner. Children use their manners and learn to be respectful of their peers and adults. They have lovely warm relationships with the staff and do have lots of fun with them. Children are developing their awareness of diversity through activities and resources, this helps them positively explore and value differences and similarities in the wider world.

Children's social skills and ability to communicate with others are enhanced, so that they are developing the underpinning skills needed for their future success. Children in the toddler and pre-school rooms are aware of the tidy up routine. For example, a five minute warning is given and then a tambourine is used, the children respond to this well and start to tidy up, one child asks if they can be given a 'tick' for helping. They willingly approach the staff as and when needed, demonstrating that they feel safe. Babies settle well when left by their parents and demonstrate they feel safe and secure with the staff. Children play well together and have definite friendship groups in place. For example, a child comes into the playroom and eagerly tells their peers it is their birthday, later they are made to feel special as their friends sing happy birthday to them. They help and support each other whilst playing and are very caring towards each other. Children learn about keeping themselves safe through the discussions and activities provided. For example, the older children as they go up and down the stairs are encouraged to hold on to the banister rail.

Children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They benefit from varied menus that take account of children's dietary needs and introduce them to a good

range of healthy foods. Meals are cooked from fresh ingredients, and children learn table manners and social skills as they sit together for meals in small groups. Children enjoy their meals and eat well. They use and develop their small muscles and hand-eye control in all that they do. Children enjoy books and having stories read to them, they sit and listen well. There is lots of labelling around the nursery which helps children to understand that print carries meaning. Children with English as an additional language are helped with the good use of signs and symbols around the nursery and through the staff learning key words in their home language, this helps children to feel settled and emotionally secure. As children complete jigsaw puzzles they are problem solving for themselves and they gain a sense of achievement as they complete the puzzle.

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

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	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: Met

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