

# Cruwys Cherubs Nursery

Inspection report for early years provision

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**Unique reference number**

EY425885

**Inspection date**

14/09/2011

**Inspector**

Denys Rasmussen

**Setting address**

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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**

Cruwys Cherubs Nursery is an established nursery that moved premises in 2011 where they were re-registered. It is a privately owned provision. It is open from 9am until 12 noon and from 12.30pm until 3.30pm with a lunch club from 12 noon until 1pm. Children can attend for a session, the whole day, or flexible hours are available. The provision is situated in Whyteleafe Football Club and has use of two main rooms and a large astroturf area. There are parking facilities for parents. 15 staff work with the children, of which 13 have appropriate childcare qualifications. The provision is registered on the Early Years Register and is registered for 40 early years children aged from two years. There are currently 64 children on roll.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery provides a safe and stimulating environment that values and respects all children and their families, successfully promoting children's welfare and learning. The provider has a clear vision that supports the committed and motivated staff. Continual self-evaluation ensures they are responsive to the needs of the families using their service and will enable them to make further progress based on what they have accomplished so far. Further negotiations with the premises provider will ensure all resources are fully utilised. The nursery works well with parents, other settings and agencies to ensure that children's individual needs are known, to enable them to get the support they need.

## **What steps need to be taken to improve provision further?**

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

- improve the organisation of the environment to enable all areas of learning to be fully exploited by making full use of the good range of play resources
- review all policies and procedures to ensure they reflect the current premises.

## **The effectiveness of leadership and management of the early years provision**

Designated staff fully understand their responsibility to safeguard children. Clear vetting procedures ensure all staff working with the children are suitable to do so. Thorough risk assessments both indoors and outdoors ensure risks to children are minimised and action is immediately taken if any hazard is identified. All required policies and procedures are in place to ensure the safe management of the group although some need up-dating to reflect the new premises. The highly motivated and experienced manager has a clear sense of purpose about what it is she wants

to achieve and has built a committed staff team. Staff development is encouraged and changes are instigated where necessary, resulting in a nurturing learning environment.

The manager reflects on the feedback received from staff, parents and children as a tool for self-evaluation. For example, the procedure for children's departure changed because of a parent's suggestion. Staff work well together as a team, sharing tasks and responsibilities to ensure the group runs smoothly on a day-to-day basis and that children have appropriate adult support. Staff have a good knowledge of the learning, development and welfare requirements and, along with their extensive experience, promote all aspects of the Early Years Foundation Stage well. They have planned an interesting, well equipped and welcoming environment to support all the children and their families. However, teething problems with the location of resource storage in the new premises has delayed the organisation of all play resources, which means they have not as yet been fully utilised.

The staff's good knowledge of each child's background and individual needs help them to provide an inclusive environment where children feel valued and parents' wishes are respected. The group actively promotes equality of opportunity and works with parents and other professionals to support and meet children's individual needs. Children's understanding of diversity and difference is enhanced by celebrating festivals and special events, which teaches them to value aspects of their own lives and others. The group communicates with parents in a number of ways, such as through daily discussion, newsletters, open days, invitations to participate in activities with their children and to improve communication the group are developing a web site. Parents are very happy with the service provided and commented on the "friendly and experienced" staff who they "trust". They appreciate the communication the group have with other provisions their children attend and like the book club. They comment that their children are very happy to attend the group, have good relationships with the staff and often talk about the staff fondly.

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

Staff respond to the children's emotional needs well and warm relationships are evident. Children confidently seek the support of staff when needed and are cuddled often, which ensures they settle quickly. Children's sense of responsibility is promoted when they are chosen to be the "helpers" for the day, which also boosts their self-esteem. Children are secure and show a sense of belonging to the group. They know the routines and have particular friends. They play really well together and confidently tidy up after each activity. The staff are gentle and supportive with realistic boundaries which encourage the children to behave well and play harmoniously together. They engage in worthwhile activities which educate them about their own safety. They learn about road safety and water safety. In addition, visitors to the group, such as the veterinary nurse, bring a dog into the group to talk to the children about how to stay safe around dogs. Children

adopt good personal hygiene routines, such as washing their hands before they eat and after using the toilet, using liquid soap and paper towels to reduce the spread of infection. Children engage in a wide range of physical activities, both indoors and outside, to encourage healthy lifestyles. They also visit the garden centre to learn how to grow their own vegetables, to motivate them to eat more healthily. They are offered fresh fruit and vegetables for their snack and have constant access to water.

The staff use their observations of the children to understand what they can do and what interests them. These are collated by the teacher and recorded in the child's learning journey. Children's next steps are known to all staff and inform the planning. The staff extend children's play using their interests and life experiences. For example, the children visited a pizza restaurant where they made and ate their own pizzas. The role play area was transformed into a pizza kitchen and the children made a large train out of boxes which they painted to re-enact their trip to the restaurant on the train. They really enjoy singing along to the piano and enthusiastically participate in the actions. They learn new songs and request to sing their favourites. Children are engrossed in their play, while they are completing puzzles and stacking bricks they are problem solving, counting, negotiating with their friends and inviting others to participate. They laugh excitedly when they decide to knock the tower of bricks over and enthusiastically start the activity again. They use mathematical language, such as bigger and smaller, and experiment in the sand tray. They use their imagination well and make up games such as pretending to be monsters when they crawl through the tunnel and race their friends with their wheeled toys. Children greatly enjoy their time at the nursery and take pleasure in looking at books, listening to stories and choosing books to take home to share with their parents.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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