

# Cheeky Cherubs Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY332508

**Inspection date**

03/10/2011

**Inspector**

Sara Bailey

**Setting address**

Alcombe Childrens Centre, Stephenson's Road, Minehead,  
TA24 5EB

**Telephone number**

01643 700030

**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**

Cheeky Cherubs Day Nursery re-registered in 2006 when it moved to its new premises within Alcombe Children's Centre, Minehead, Somerset. It is a privately owned nursery. There is a large main playroom for the two to five year olds with a baby area located at the end of the room. Both rooms have access to their own outside play area, which are adjoining. The garden is fully enclosed. The nursery has its own office and kitchen. They also access other facilities, such as adult toilets and a variety of family and training rooms within the children's centre.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered for 52 children under eight years of age, 41 of whom may be in the early years age range. The nursery operates a holiday club for older children at specific times of the year, in addition to their nursery opening hours of 8am until 6pm Monday to Friday all year round. There is an additional creche registration for a further 10 children under eight years of age. Only the nursery was seen during the inspection. There are currently 134 children on roll, all of who are in the early years age range. Children attend for a variety of full-time and part-time sessions. The nursery is in receipt of funding for the provision of free early education to children aged three and four. The nursery supports children with special educational needs and/or disabilities. It also supports children with English as an additional language.

The owner/manager has a level 4 qualification in Early Years; she is supported by a deputy who holds a level 5 qualification in Early Years. The baby room supervisor holds a level 3 qualification and is currently studying for a Foundation Degree in Early Years. Both deputy room supervisors are level 3 qualified, one of whom is also studying for a Foundation Degree in Early Years. A further 13 staff are level 3 qualified, 2 staff hold a level 2 qualification and are studying for level 3. Two members of staff who work with the children are unqualified. There is also a cook.

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

Overall the quality of the provision is good.

The nursery has made positive improvement since the previous inspection and demonstrates a strong capacity to maintain continuous improvement. Children make excellent progress in their learning and development, and are supported by outstanding resources, particularly an exciting outside play area, which they have free-flow access to. Partnerships with parents and other professionals are good overall. The welfare requirements are met effectively, with just minor weaknesses in promoting children's understanding of healthy practices. This results in children's individual needs being met extremely well.

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

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

- improve further staff's knowledge of how to support children's understanding of healthy practices with regard to hygiene, when wiping noses and hand washing independently
- improve further the two-way flow of information with parents regarding recording some aspects of their child's daily routines.

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

Staff demonstrate a high level of commitment to safeguarding children. Most staff have completed safeguarding training and are confident in the procedures to follow in the event of being concerned about a child. There are regular analysis of accidents and medication to ensure children are protected. Risk assessments are generally comprehensive and include the inside, garden and outings. There are risk assessments in place for particular children, dependent on their individual needs and for specific activities, which is positive. These all help to fully promote children's safety.

Since the last inspection, there have been several management changes and a commitment to staff training, which have driven improvement in all areas. All staff have been involved in the self-evaluation process and have accurately identified their strengths, and in some cases, their areas for further improvement. This shows a generally very effective self-evaluation system. All recommendations from the previous inspection have been addressed well. For example, the learning and development requirements of the Early Years Foundation Stage are now a strength of the setting. Leaders and managers at all levels have a clear vision for the future and a commitment to continuous improvement. Room supervisors have high expectations of staff and generally monitor them well and stimulate their enthusiasm through good positive role modelling.

Equality and diversity is promoted very well at the nursery. Staff work in partnership with other professionals to meet children's individual needs effectively. The key person system is successful at providing children and their parents with stability and ensures individual needs are really understood well. They are further supported by a Special Educational Needs support worker who provides dedicated one-to-one support for children as required. All children develop a positive awareness of diversity through everyday inclusion and activities. These include dolls wearing eye patches to match the children's and all children signing and using picture cards to aid communication, such as emotion cards to help explain how they feel.

Resources at the nursery are outstanding. Staff deploy themselves exceptionally well both inside and outside to support children's learning and play. They encourage free-flow play between the inside and outside in all weather. The outside play area is highly stimulating and exciting with a range of inside learning taking place outside, as well as the usual physical play equipment.

Staff have positive relationships with most parents, although continue to look at ways to further improve communication with working parents. Notice boards, daily diaries, newsletters and parents evenings are all used effectively to share information about the nursery, the Early Years Foundation Stage and about their individual children's development. Some lovely individual wipe on boards of each baby's routine information are in place. However, all those placed at low level have had key information rubbed off by babies accessing them. This restricts the two-way sharing of some key information with parents about their child's routines. All other paperwork and documentation is comprehensive and professional, for example, consent forms, policies and procedures.

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

Children, including babies are making significant gains in their learning. This is due to the exciting, stimulating play environment and activities, which are planned to meet each child's individual needs. Children's individual progress is excellent in relation to their capabilities and starting points as they are challenged and engaged in meaningful learning experiences. Children benefit from excellent language development through open questions from staff to make them think for themselves and problem solve. For example, staff ask "What would happen if...?" Children enjoy the opportunity to be independent and are given time to try new skills for themselves and supported, rather than having tasks completed for them. Their achievements and "wow" moments are recorded as they happen. All staff are committed to making observations and assessments of the children, which are later transferred into their learning journey files. Children's progress across all six areas of learning is carefully assessed and highlights their next steps and focus for future planning. This meets their individual needs in enjoying, achieving and developing their skills for the future in an outstanding way.

Children, including babies, show an extremely strong sense of security and belonging. They are confident, settle well and develop excellent relationships at every level with adults and their peers. Children with special educational needs and/or disabilities and those with English as an additional language are valued and respected; benefiting them greatly due to the additional support they receive to ensure inclusion. This helps all children to value diversity. Children's behaviour is excellent for the majority of the time and when children display inappropriate behaviour staff are very aware of the reason for this. Staff deal with any inappropriate behaviour in positive and consistent ways which further build children's self-esteem and teaches them right from wrong. Children really enjoy helping staff and taking responsibility for key tasks such as shaking the tambourine for circle time or packing away time. The extent to which children make a positive contribution is outstanding.

Children learn about good health through well established hygiene routines when staff are supporting them. However there are times when children independently access the toilet facilities that they forget to wash their hands. Some staff wipe babies' noses one after another without washing their hands in between, both of which puts children and babies at risk of cross infection. Other aspects of children adopting healthy lifestyles are very well promoted. Outside play experiences in the

fresh air and opportunities to be active are excellent. Children and babies enjoy healthy, nutritious home cooked meals and regular healthy snacks and drinks. Children learn about safety through meaningful discussions with staff. For example, children ask why a knife staff use to cut fruit at snack time has a protection cover on the blade. Staff use this opportunity to get them to think about dangers, which they are well aware of. They are also reminded through words and signing to tuck their chairs under the table when they get up and are asked "What would happen if you didn't ?" Children who enjoy climbing on inappropriate fencing are quickly and consistently helped down and told about the dangers, and they are given other climbing experiences which are safe. Risky, safe play is encouraged with tree climbing and on balancing stones. Babies have exciting play equipment to challenge their physical skills, such as a mound in the garden to crawl up and down and an inside climbing frame.

## 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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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