

# Cherubs Day Nursery

Inspection report for early years provision

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**Unique reference number** EY252771  
**Inspection date** 12/10/2011  
**Inspector** Denise Sixsmith

**Setting address** 35A Poplar Street, Southport, Merseyside, PR8 6DX

**Telephone number** 01704 544003  
**Email** cherubsdaynursery@hotmail.com  
**Type of setting** Childcare - Non-Domestic

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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 was registered under the current private ownership in 2003. It operates from a single storey building in Southport and serves the local area. The children have their own base rooms and have access to a fully enclosed outdoor area.

The nursery is registered to care for a maximum of 25 children in total aged from birth to eight years old. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year and closes for bank holidays. Children are able to attend for a variety of sessions. A maximum of 25 children may attend in the early years age range at any one time. There are currently 43 children attending within the early years age group. The nursery is registered by Ofsted on the voluntary and compulsory parts of the Childcare Register. Funded early education is provided for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 10 members of staff, all of whom hold appropriate early years qualifications at Level 2 and nine hold at Level 3 or above. The nursery receives support from the local authority and is a member of the Pre School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team are dedicated to providing a good quality nursery where children are nurtured and enabled to develop and grow in a caring environment. Clear policies and procedures are in place to support a safe and inclusive environment. Children are making good progress in their learning and development and staff know their key children's abilities very well. The staff team have good relationships with parents, providing continuity of care for the children attending and enabling them to be involved in their child's daily care, learning and development. Partnerships with others are good and the self-assessment systems support positive future service development and good outcomes for children.

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

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

- review the health and safety procedures for identifying, reporting and dealing with faulty equipment, in this instance a damaged changing mat and a waste bin without a lid in the bathroom areas
- bring greater precision to the outings risk assessment record by including the name of the person conducting the assessment, the date it was undertaken and details of any review.

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

Staff have a good understanding of child protection issues and as a result children are safeguarded appropriately. Guidelines, procedures and policies relating to safeguarding are accessible to staff and parents. There is a designated person for child protection in place and they have attended specific training for this post. All regulatory documentation is in place and used effectively to safeguard children. The nursery has policies and procedures in place and these are shared with parents when children first start at the nursery. Staff currently employed are experienced, dedicated and hold childcare qualifications. Staff vetting procedures ensure only suitable people work with children. Fire fighting equipment is installed and regularly checked. Children take part in an evacuation practise to help them learn how to leave the building quickly and safely. The nursery undertakes risk assessments on the premises to identify hazards and daily check lists are completed signed and dated, but the outings records are not completed to the same standard as they are not dated or signed. Staff monitor the toys and equipment, checking they are clean, safe and suitable for the children to use. However, a split changing mat cover and a waste bin without a lid in the bathroom area pose a possible health hazard. A number of staff have current first aid certificates to ensure that accidents are dealt with appropriately.

The environment is managed well and is appropriate for its purpose. The management and staff team demonstrate a good commitment and capacity towards continual improvement. A number of positive improvements have been put in place since the last inspection to improve outcomes for children. For example, the refurbishment of the outdoor play area to create a very inviting, enabling environment, to increase play and learning opportunities for children. All recommendations set at the last inspection have been fully addressed. Staff work well with other agencies to ensure they support the needs of individual children when required. Systems for the sharing of information with other providers of the Early Years Foundation Stage Framework are in place if required. Effective evaluation systems accurately identify areas for improvement and the nursery staff act on the advice of outside professionals, demonstrating a good capacity to maintain continuous improvement.

Staff have developed a good partnership with parents and provide a personalised greeting when the child and parent, arrive and leave the nursery. They organise their time very well to ensure there is plenty of time to build good relationships and exchange information. Children share news about themselves and their families throughout the day, helping them to feel valued and develop a sense of belonging. This is supported extremely well through the use of the 'my family' photo books in all the children's rooms. Parents spoken to are very supportive of the nursery and the staff. They feel they are well informed about what their children do and feel confident to speak to staff if they had any concerns. Parents state that they are 'happy and delighted with the staff and the nursery' they feel that their children have 'come on in leaps and bounds in their learning and gained

in confidence tremendously since attending the nursery'.

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

Staff have a good understanding of the Early Years Foundation Stage. Comprehensive information is gathered at registration, enabling staff and key workers to build on what the children can already achieve. Planning includes individual children's interests and needs identified through regular observations. Children learn very well during adult-led activities. For example they identify and count the fruit and vegetables they have eaten and stick them onto the healthy 'five a day' plate. They accurately remember and identify that they have eaten, apples, juicy melon, cauliflower, broccoli flowers, peas and banana, stating 'more than five'. Children learn well about positional language through music and movement, as well as manoeuvring the remote control bugs around the room. Their speaking and listening skills are developing well when, for example, they learn about rhyming patterns through songs, listen to and act out stories. Babies have a wide range of interesting and stimulating good quality treasure baskets to explore, as well as different shakers and sound and light interactive toys.

Staff promote equality and diversity effectively throughout the nursery and help children to develop sensitivity towards cultures and beliefs other than their own. They know individual children and their backgrounds very well and they help all children to feel valued. Visual timetables are used to help children settle into the nursery routine in all rooms. During dancing and exercise time, children participate fully and thoroughly enjoy moving to the African drumming music, keeping to the beat, while learning to jump, hop and move forwards and backwards, as well as finding a space. During other physical activities outdoors children learn to climb steps and ladders, balance safely and negotiate around others and various obstacles. Babies have space to move around, investigate and use sturdy furniture to pull themselves up to a stand position.

All children are encouraged to follow good hygiene routines ensuring they prevent the spread of infection. Children wash their hands at appropriate times throughout the day. Staff ensure that any special diets are followed and children's preferences observed. Healthy eating is encouraged at the nursery and children readily tuck into a tasty home-made meal of chicken casserole and a variety of vegetables. Babies and younger children are able to sleep and rest according to their requirements and preferences in a restful environment supported and comforted by staff. Children understand the importance of keeping themselves safe as they play. For example, they know they should not run in the nursery and the importance of following the nursery safety rules.

Behaviour and children's ability to work independently and collaboratively with others is good. Staff work well together and provide positive role models for the children, which results in the children showing care and consideration for each other. For example, older children intervene appropriately to ensure that a younger child does not miss out on their turn to give the toy dog a cuddle. They listen well

to others, learn to take turns, to care for each other and to consider the consequences of their actions. Therefore, any minor disagreements are resolved quickly and children feel very safe, secure and happy to explore, experiment and take measured risks. Children are successfully supported to develop skills for the future.

## 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	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

<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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## **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