

# Cheeky Cherubs Pre School

Inspection report for early years provision

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**Unique reference number**

EY216402

**Inspection date**

21/10/2011

**Inspector**

S Campbell

**Setting address**

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**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

Cheeky Cherubs Pre-school was registered in 2002. It is managed by a committee and it operates from a parish hall in Dagenham, Essex. All children share access to a secure enclosed outdoor play area.

The group is registered to care for a maximum of 24 children from two years to the end of the early years age group at any one time. There are currently 34 children on roll; of these eight children receive funding for early education. The children attend a variety of sessions. The setting is open from 9.15am to 11.45am and 12 noon to 2.30pm Monday, Tuesday, Wednesday and Friday term time only. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The setting employs four staff. All staff including management hold appropriate early years qualifications, and one member of staff is working towards a higher childcare qualification. The setting receives support from the Pre-School Learning Alliance and local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well settled in their environment. There is a good flow of two-way communication with parents to promote children's care, learning and development. Since the last inspection, all recommendations have been addressed which promotes good outcomes for children. Practitioners gather required information about children's individual needs. This is to ensure they are known and met, which effectively promotes an inclusive environment. Practitioners have effectively used Ofsted's self-evaluation as a tool for reflective practice. As a result, most areas for further development have been identified to further improve the service provided. However, systems for observation and assessment have yet to be developed, to further support children's learning and development.

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

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

- take steps to ensure all records are readily available for inspection in relation to all staff's qualifications (Documentation). 04/11/2011

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

- further develop procedures to ensure children's developmental records are consistently maintained and encourage parents contributions, to effectively support children's learning journey
- further develop procedures to ensure regular fire evacuation procedures are carried out.

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

Children's welfare is safeguarded while at the setting. This is because management and practitioners have a good understanding of child protection issues, procedures and their role in protecting children. Required documentation is in place and well maintained, which further promote children's welfare. However, not all records are available for inspection, for example evidence of all practitioner's qualifications.

Practitioners work well as a team and they have designated roles and responsibilities. These effectively contribute to the smooth running of the setting. For example child protection, first aid, health and safety, senco, behaviour management and equalities and diversity coordinator. Practitioners attend ongoing courses to support their roles and knowledge. These promote good outcomes for children, for example letters and sounds, autism awareness, fire safety awareness, food safety in catering, safeguarding and child protection. Children are cared for in a safe and secure environment because detailed risk assessments are carried out. Children's welfare is further promoted while at the setting because a password system is in place, to ensure they are collected by approved adults. Additionally, their arrival and departure is closely monitored by practitioners.

Children learn about their own cultures and beliefs, and those of other people through well planned activities, for example Black History Month, Jewish festivals and Diwali. For Black History Month children benefit from discussions about Africa, the weather and safari animals. The children are interested in the resources on offer and they provide good challenge and stimulation. Toys are attractively set out and children are able to make informed decisions about their play.

Detailed information has been obtained to ensure children's individual needs are known. This effectively promotes inclusion. Practitioners work closely with parents, to ensure children with additional needs are supported and to promote continuity of care. Practitioners have developed good relationships with parents. There are effective systems in place for the sharing of children's progress, the Early Years Foundation Stage and organisational issues. For example, discussions, newsletters and parent evenings. However, procedures have yet to be fully developed to enable parents to contribute to children's ongoing assessments, to effectively support their learning journey. The management committee is made up of parents and their views are respected. Hence, the introduction of children's uniform. There are good processes in place for self-evaluation. Subsequently, the setting has made improvements to the outdoor play area, implemented the rolling snack system and the use of makaton signing including picture symbols. There are also future plans to implement the revised parent questionnaire, to develop the role

play area including extending the art and craft materials.

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

The children are making good progress in all areas of learning and development. They are cared for in a calm and relaxed environment. Practitioners ensure resources and activities are attractively set out. This captures children's interest and they spend time playing with chosen toys. The children have free flow access to outdoor play. Their coordination skills are developing well. This is because they have access to a broad range of outdoor equipment and they are beginning to use wheeled toys and climbing frames with increasing control. Through practical situations, children's independent skills are consistently encouraged because they assist themselves at snack time, for example they pour their drinks and peel fruits with minimal help. Children receive a range of healthy snacks which includes an assortment of fruits every day. This helps them to develop an understanding of foods that are good for them. Children's understanding of healthy eating is further promoted through stories and discussions. The children are well behaved and they play harmoniously in group situations. Practitioners consistently praise children for their achievements which enables them to develop an understanding of right from wrong.

Practitioners have a good understanding of the Early Years Foundation Stage Framework and the key worker system works well. Practitioners carry out systematic observations and they are able to talk about children's stage of development in detail. However, children's next steps are not always consistently documented. A detailed 'all about me' assessment record and 'language map' is effectively used to obtain information about children's starting points and first language. This enables practitioners to effectively build on what children already know. Children who speak English as an additional language are supported well. This is because practitioners work closely with parents to obtain key words in children's first language, enabling them to effectively maintain communication and promote inclusion. Children's individual interests are documented and inform planning. Subsequently, to support children's curiosity, practitioners provide snails to enable children to find out and observe living things. Practitioners effectively use this as an opportunity to introduce children to new words and extend their vocabulary, for example slimy and sticky. Children are beginning to be confident talkers and at circle time practitioners use makaton. This helps younger children's communication skills.

The children benefit from taking part in using information technology. Programmable toys effectively support their learning and development. They enjoy listening to story tapes and music when using the tape recorder and headphones. Children are cared for in a clean and well maintained environment. Through effective practical routines, children are developing a good understanding of the importance of personal hygiene. This is because they wash their hands at appropriate times. This minimises the spread of cross-infection. While out on trips within the local community, practitioners talk to children about road safety. This

helps children to develop an understanding of keeping themselves safe. Although children are cared for in a safe and secure environment, procedures have yet to be fully developed to ensure fire evacuation procedures are consistently carried out.

## 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	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	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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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