

# Cherubs Day Nursery and Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	254602
<b>Inspection date</b>	21/01/2009
<b>Inspector</b>	Susan Riley
<b>Setting address</b>	Executive House, St. Albans Road, Bulwell, Nottingham, Nottinghamshire, NG6 9FT
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<b>Type of setting</b>	Childcare - Non-Domestic

## 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.

## Description of the setting

Cherubs Day Nursery and Pre-School opened in 1993. It is one of a group of privately owned nurseries offering full and part-time care. It operates from a single storey building in Bulwell, close to the city hospital and on regular bus routes into Nottingham. It is currently only operating as an out of school provision with the option of offering crèche facilities for training events. Adjacent to the building is an enclosed outdoor play area that is shared by all the children. It has an all-weather safety surface and veranda. The club is attended by children from the local and surrounding area.

A maximum of 80 children aged from three to under five years may attend the club at any one time. There are currently 13 children attending who are within the Early Years Foundation Stage (EYFS). The provision also offers care to children aged over five years. This club is registered by Ofsted on the compulsory and voluntary childcare register. The club is open each weekday from 07:30 to 09:00 and then from 15:30 to 18:00 in term time, they offer full day care from 07:30 to 18:00 during the school holiday and inset days closing only for main bank holidays and one week at Christmas.

The club employs five members of staff. Of these, three hold appropriate early years qualifications and two are working towards a qualification. The nursery employs additional ancillary staff to support the childcare workers and additional staff are used for the school runs and trips. The club is a member of the National Day Nurseries Association and receives support for the local authority.

## Overall effectiveness of the early years provision

The needs of all children are met because the provider, manager and staff know the children well and provide them with a very wide range of exciting and enjoyable activities. As a result, children choose activities that interest them and because of this and the skilful support of the staff, make good progress, through working and playing happily together, with no one left out. The manager and staff are alert to pupils' emotional welfare, noticing if someone is unwell and providing support and understanding. The club uses a very thorough system of self-evaluation and, because of this, knows its strengths and where provision could be improved. As a result, it has made very good progress since it was last inspected and shows a strong capacity for further improvement in the future. The staff promote inclusion throughout the club.

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

To further improve the high quality early years provision the registered person should consider:

- develop further the evaluations of activities to include children's learning.

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

The children's safety is paramount and the club have many detailed policies and procedures in place to protect children. The management have secure systems to ensure these are all known and followed by the staff. Staff carry out risk assessments on a sessional basis and act upon issues that arise. For example, they recently implemented a new intruder policy and this was role-played out by a staff member, to ensure all children and staff knew what to do. As a result of the excellent organisation and hard work, the club meets all the requirements for the children's health and safety and for their care and well-being. The whole staff team are committed to the improvement of the service and to the care and learning of the children. They continue to access ongoing training and this helps to ensure all children's individual needs are met. All staff are vetted and the club has a thorough recruitment process in place. Children are well cared for by appropriately qualified staff. There is a suitable staff appraisal process, during which any training needs are identified. The staff team work very well together, as the management provides many opportunities for them to socialise and train together as a team.

Clear communication with parents provides them with a very good understanding of how the club is run and what happens to their children when they are there. There are formal systems in place for gathering parents' views on how well the club is working and what developments they would like to see. There is a great emphasis on involving children in the decision making. Staff regularly ask the children what they would like to do, within planning each day they have an area for children's free choice. These approaches give children real a sense of ownership and responsibility. The club welcomes all children and the staff work hard to meet their varying needs. Liaison with the Early Years Foundation Stage staff in the main school is good, especially for children with learning difficulties and/or disabilities. Resources are very well managed. The club provides an excellent range of play based activities, which support the children's education well.

## **The quality and standards of the early years provision**

The club provides an exciting range of activities and suitable areas for children to play and relax. The staff plan activities for children's all round development and evaluate the activities generally on how well they have worked for the children. However, they do not fully evaluate children's learning. Staff support children sensitively by leading some activities but also by providing opportunities for them to develop their own ideas. For example, a child pretends to be the teacher and the staff member has to be the pupil. Two children set up and play their own game of 'Snakes and ladders', they play very cooperatively together and support each other's learning. Staff encourage a sense of fun. Children are drawn into this and so the relationships between the staff and the children are very good. They are encouraged to listen carefully, follow instructions and ask questions if they are not sure. Children develop awareness of safety and currently they are learning about road safety. They receive a star for the display chart if they follow the road safety rules on the way back from school. Children respond well to this and demonstrate

a sense of pride in their achievement.

In this very caring club, staff thoughtfully promote children's personal, social and emotional development. During the tea time, they sit together in small social groups and are encouraged to talk about their day or their interests. The good social interaction between the children of different ages develops the confidence of the younger ones. They clearly enjoy the club. Children take part in the activities with great enthusiasm, such as games requiring turn-taking, or cooperatively working in small groups to build up the marble run. They receive a healthy snack of different fruits as they arrive from school and later have a balanced meal. Children help themselves to drinks of milk, juice and water during their time at the club. This helps to promote their independence. Staff work closely with children to help them understand the importance of healthy practices. This is demonstrated by the children as they independently wash their hands with soap before eating their meals. They have recently talked about oral hygiene and the importance of cleaning their teeth.

Children feel safe indoors and outside. This is because the club is secure and they trust the staff who are caring for them to keep them safe and ensure that all children behave well. There is a comfortable area of cushions and where the children can sit, relax and talk together. There are activities to encourage their speaking, listening and counting skills, which supports their development in areas which will be important to them in the future. Children's welfare is a high priority. The staff work hard to keep children free from infections. They observe high standards of food preparation, for example, they wipe tables with antibacterial cleaners and there are clear procedures for dealing with infectious diseases. Expectations for behaviour are high and there are procedures to support this. The toys, equipment and furniture are appropriate and safe and there is space for children to exercise outside in the adjacent soft-surface play area.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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

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