

Little Cherubs Nursery School

Inspection report for early years provision

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Inspector

Maria Conroy

Setting address

16a Abingdon Road, London, W8 6AF

Telephone number

07810712241

Email

littlecherubs@tiscali.co.uk

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

The Little Cherubs Nursery School registered in 2003 and is privately run. It operates from three rooms on the ground floor of a church hall in the Royal Borough of Kensington and Chelsea. The nursery is open each weekday from 9am to 3.15pm for 30 weeks of the year. There is no designated outdoor play space but children are regularly taken to the local park. The provision also offers a variety of workshops in the afternoon that include science, yoga, Spanish and ballet.

The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The setting may care for 42 children under eight years at any one time, of these 16 may be under two years. There are currently 40 children aged from two to the end of the early years age range on roll. The nursery supports children with special educational needs and/or disabilities and with English as an additional language.

The nursery employs eight staff; of these, six, including the manager, hold appropriate early years qualifications and two are working towards a qualification. The nursery receives support from the Local Authority. The teaching method used is Montessori.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled. They make good progress in their learning and this is well documented through photographs, reports and monitoring systems. A key strength is the partnership with parents, which helps ensure children's well being and development is fully supported. Systems to evaluate practice are generally good and as a result areas for further development are clearly identified, which improves outcomes for children. Overall, organisation of the daily routine meets the needs of all children.

What steps need to be taken to improve provision further?

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

- enhance the process of self-evaluation by reflecting practice of staff while teaching in groups and as individuals
- review organisation of small group time to consistently provide different types of learning opportunities, which complement other parts of the daily routine

The effectiveness of leadership and management of the early years provision

Staff have a comprehensive awareness of safeguarding issues. The nominated officer has completed training and all staff complete training as part of their induction. Children are safeguarded by effective recruitment procedures. All staff have criminal record checks and suitable systems are in place to supervise those waiting clearance. The setting identifies and takes steps to eliminate dangers. They conduct risk assessments on areas used by children and for outings.

The setting works with an early year's development worker, who supports them in identifying areas for further development. There are effective systems in place to appraise staff and identify areas for professional development. This enables staff to take part in appropriate training throughout the year. Staff meetings allow staff to review policies and procedures and discuss planning for the nursery. Management and staff are keen to continually make improvements to the service they provide. However, they do not consistently reflect on staff practice while working in groups or as individuals. As a result, occasionally, the teaching of some activities is not fully effective. The views of parents and children are regularly sought, so that they are involved in identifying areas for further development.

Resources are attractively presented. These are enhanced by posters and displays around the room, which support children's language, literacy and numeracy skills. Resources are used well to promote children's learning. Although the nursery has no outdoor play space, children have opportunities to use the local park and use the local area as a learning environment. For example, they visit the library as part of learning about their neighbourhood.

Staff have a good knowledge of children's individual needs. Staff gain information from parents about children's individual needs at the start and use this for planning. Children with specific needs have an individual education plan, which incorporates areas of development that require more support. A good range of resources and activities are provided to help children learn about their own culture and that of others. For example, tasting food from around the world.

Partnership with parents is exceptional. Parents are actively involved in self-evaluation, regularly contributing their views and suggestions through the parents and teachers association. This supports the setting in identifying any actions that will improve the service they provide. Parents are very well informed about all aspects of their children's achievements, well-being and development. At the beginning of the week, they are informed of the topic and what this entails. At the end of the week, they receive a written report of what their child has achieved. In addition a white board highlights what each group are doing on that day, so parents can share this with their children on arrival. Parent's reviews during the year enable a more in-depth discussion with their child's key person. This includes a summary report highlighting how well children have progressed and the areas they will work on next. The nursery use information from other professionals effectively, to help them provide the necessary support and inform planning for

children's individual needs.

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

Staff have a good knowledge of the learning and development and welfare requirements. They undertake regular observations on the children and analyse this information to identify and plan for the six areas of learning. There are effective procedures in place for tracking children's progress and monitoring where they require further support. An individual learning plan is devised for each child, which identifies the next steps in their development. Busy books contain photographic evidence of activities children take part in; this is combined with detailed summary reports that enable parents to have a clear understanding of the progress their child has made towards the early learning goals. Good arrangements are implemented for the majority of the time, to ensure a choice of interesting activities is provided throughout the day. However, occasionally the organisation of small group time is not as effective, resulting in children not always being fully engaged.

Children's language and literacy skills are continually promoted. They identify the letters in their name and become aware of the phonically correct pronunciation. Children are developing mathematical concepts and becoming confident in number recognition and one to one correspondence. They enjoy counting the number of children, before they move from one area to another. Children use Montessori equipment to develop an awareness of different concepts such as taller and smaller than. Their knowledge and understanding of the world is supported. For example, flags from around the world, where they make flags relevant to their families countries, listen to music from around the world and have fun celebrating festivals. Children's knowledge of information and communication technology is fully supported. They use the computer and learn how to use equipment, such as a digital camera, to record their work.

Children are emotionally secure and develop a sense of belonging due to the receptive staff and daily routines. A successful key person system is in place that fully supports children, especially when settling in. Children are learning to keep safe. They learn to use a variety of tools and utensils through planned activities, such as cooking. They hold onto the caterpillar rope, when on outings and are encouraged to take part in head counts, when they leave the play area to go outdoors.

Most children show a good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines, such as wiping their nose, and there are signs saying catch it, bin it, kill it. Children are learning about healthy eating; for example, during cookery sessions and when shopping for ingredients to make smoothies. Children engage in a range of physical activities that increase their understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. They enjoy yoga, playing parachute games and dancing to music from around the world.

Children are settled and happy. They are confident and show good levels of self-esteem. Children build strong relationships with both adults and their friends. They learn to take turns and share, happily painting together at the easel and enjoying each others company. Children's behaviour is good and they are beginning to show a good awareness of responsibility. For example, they help staff tidy up; putting the equipment away prompted by the music playing in the background. Children's achievements are valued and praised. Photographs around the building show them enjoying and taking part in a range of activities.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1

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

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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