

Little Cherubs

Inspection report for early years provision

Unique reference number	EY429444
Inspection date	23/02/2012
Inspector	Jane Wyncoll

Setting address	33 Northend Road, STALYBRIDGE, Cheshire, SK15 3AZ
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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*.

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Description of the setting

Little Cherubs Nursery was registered in 2011 and has been offering full time daycare since January 2012. The nursery is located in the Stalybridge area of Tameside. It operates as an extension of Little Angels Pre-school which is based adjacent to the property. The nursery caters primarily for children aged under two years and serves the local area. It operates from a two storey house and children have access to a ground floor and first floor playroom. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 7.45am to 5.45pm for 51 weeks of the year. A maximum of six children may attend the nursery at any one time. There are currently 12 children who are within the Early Years Foundation Stage attending for various sessions. The nursery is registered on the Early Years Register and is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs a manager who holds a level 3 childcare qualification and is working towards a foundation degree. Two further members of child care staff are employed. Additional staff from Little Angels are used to cover when required. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, settled and very well cared for in a delightful and stimulating environment which is generally well resourced. Comprehensive policies and procedures ensure children's safety and security is a priority. Supported by enthusiastic and knowledgeable staff, children make good progress in their learning and development. Positive and caring relationships are developed with families through a range of communication methods so children's well-being and development is very well supported. Quality partnerships with other settings and professionals are in place to enable children to make effective transitions. The owner and manager are committed to developing systems for reflecting on their practice and continually improving provision for children.

What steps need to be taken to improve provision further?

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

- develop the system for monitoring and evaluating the early years provision in order to maintain continuous improvement, taking into account the views of children, parents and staff
- provide further resources to nurture children's understanding that people have different needs, views cultures and beliefs
- extend the range of opportunities provided in the outdoor environment to

ensure children have first-hand contact with weather, seasons and the natural world.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. Thorough procedures for recruiting and carrying out Criminal Record Bureau checks for staff and trainees ensure those working with children are suitable. Detailed policies and well-organised procedures are clearly shared with staff and parents. Staff have a good understanding of what to do should they have concerns about children and there is a continuous programme for updating training. Regularly reviewed risk assessments for all areas of the setting make sure potential hazards are kept to a minimum. Safety equipment is in place and procedures for preparing food and changing children are well organised and followed by all staff. Appropriate staff have paediatric first aid training so that minor accidents and illnesses are treated and recorded when necessary. Clear evacuation procedures are in place and records are kept of fire drills carried out so children know what to do in an emergency.

The nursery has a strong commitment to developing practice and striving for improvement. Staff training is monitored through regular appraisals. Appropriate courses are accessed through the local authority to meet the needs of children in the setting. The nursery provides places for childcare apprentices and students. Managers encourage the sharing of ideas and practice amongst staff in the nursery and with their partner setting, Little Angels. This means children benefit from knowledgeable adult support. Procedures are in place to gather information from parents to inform their priorities for improvement. Some areas for continuing development have been identified appropriately, such as adding to the resources available in the outdoor area. Resources which support children's understanding of different cultures and promote diversity are limited at present. However, staff are committed to providing equality of opportunity for all children. They make every child feel valued through their personal approach.

Parents and children are sensitively supported through the settling-in process with an individually tailored programme of visits to the nursery. These ensure children have opportunities to meet relevant staff and take part in a range of nursery routines. This means they are familiar with the routines when they start and settle quickly and happily. Parents praise the system of sending texts which provides welcome reassurance. Detailed information is collected about children's routines and these are discussed with parents as children progress so staff can respond to changing needs. For example, staff take great care to follow individual children's preferences for being comforted and settled to sleep. Parents eagerly participate in recording information in their daily diaries about their children's experiences at home. Specific ideas and strategies to support children's learning or behaviour are shared with parents when required. This effective two-way communication means children receive consistency in their care and any concerns can be addressed. Staff have good knowledge and understanding of the appropriate professionals on whom they can call if they need support or advice to meet children's individual needs.

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

Children confidently explore the comfortable and attractive nursery rooms which provide a good balance of imaginative areas for children's own exploration. Regular observations enable staff to identify children's individual interests and next steps in their learning. These are incorporated into the planning of stimulating activities which help children to make good progress. For example, staff notice that the babies are keen to explore the paints and so the children help to make 'edible paint' from corn flour which the babies can safely use. Children's language develops very well as staff engage effectively with individual children as they play. They model sounds and words and encourage children to name objects as they choose play foods from the pretend picnic outside. Songs and books are shared throughout the day which helps children develop very good vocabulary. Children learn about numbers as they count how many cups of corn flour they need. Their problem solving skills develop very well as they help to decide how to make the mixture thicker.

Babies are challenged to develop good physical skills because they have a wide range of opportunities to roll, crawl and pull themselves up on the soft rugs and low-level furniture and walkers. Toddlers use ride-on toys and trikes outside and adults play creative games with them which encourage running about. For example, dinosaur waterproofs provide an opportunity for children to pretend play and try out new ways of moving. Children learn about keeping themselves safe as they move about the setting and are helped to practise walking upstairs carefully. Social mealtimes with homemade foods, such as lasagne or lentil curry help children learn first-hand about healthy eating. Detailed dietary information is obtained from parents and used to ensure each child's food is served appropriately.

Children's behaviour in the nursery is very good. Staff support this with simple positive strategies using symbols which are shared with parents. Children gain independence as they are encouraged to manage their own coats and shoes when arriving at nursery or going out to play. Children develop close bonds with their key person and other staff so they have a strong sense of belonging to their 'nursery family'. They are encouraged to be courteous to their friends because they see staff saying please and thank you. Toddlers fetch toys for babies to play with and watch out for them as they play. They are eager to help each other. For example, they willingly collect the water bottles and help tidy up. Children learn about different cultures and faiths as they take part in activities celebrating the Chinese New Year and enjoy trying 'fortune cookies'. They learn about technology through using push button and electronic toys. Very good systems are in place to support children's transitions to pre-school. Children and families have photograph booklets to take home with welcoming pictures of their next setting. Visits are arranged to the new settings and the nursery shares information. This means children's progress and learning can be continued effectively and they develop appropriate 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

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	2

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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