

Little Cherubs Nursery

Liphook Methodist Church, London Road, LIPHOOK, Hampshire, GU30 7AN

Inspection date

25/10/2012

Previous inspection date

02/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are active and interested learners who have fun at this small, friendly nursery, whilst remaining busily occupied. They benefit from the positive support they receive from practitioners who respond to their interests and support their learning well.
- Children enjoy secure, trusting relationships with practitioners and friendships with one another. This adds to their emotional well-being.
- Children are effectively supported in developing independence and self-care skills in meaningful situations.
- Parents value the nursery. They feel well informed and included in their children's learning.

It is not yet outstanding because

- Children do not have sufficient opportunity to explore technology.
- Practitioners have not considered how they can build further on children's interest in writing and mark-making, for example by adding child-made books to the book area or by making books with children of the activities they have been doing, using photographs of them as illustrations.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction in the inside and outside learning environment.
- The inspector had discussions with one of the registered providers/managers and another practitioner and spoke with children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, reviewed other records relating to day-care activities, the provider's development plans and sampled some policies and procedures.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Debbie Newbury

Full Report

Information about the setting

Little Cherubs Nursery registered under new management in 2008 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It

operates from the Methodist Church Hall in Liphook in Hampshire. Children have access to a hall, separate role-play area and an enclosed garden. They also use the adjacent green for group activities. The nursery serves the local area. It is open Monday to Friday during school term-time. Sessions are from 8.30am to 3.30pm on Monday, Wednesday and Friday and from 8.30am to 12.20pm on Tuesday and Thursday. Children can attend for a variety of sessions. There are currently 18 children on roll, whose ages range from two to four years. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. It welcomes children with special educational needs and/or disabilities, and children who speak or hear English as an additional language. The nursery employs five members of staff. Of these, three hold appropriate childcare qualifications to National Vocational Qualification at level 3, and two are currently working towards a qualification at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend further the educational programme for Understanding the world by making sure children have access to a variety of resources that incorporate technology.
- enhance children's opportunities to develop their enjoyment of books, for example by adding child-made books to the book area. Extend children self-esteem by making books with children about the activities they have been doing, using photographs of them as illustrations.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good overall progress in their learning and development at this small, friendly nursery. This is because practitioners effectively support children's play with good quality interaction. They model vocabulary, ask questions which encourage children to think and involve themselves in their play. These actions enhance children's learning and experiences. For instance, they join in as children enact real-life, everyday events such as going shopping, by taking on the role of shop keeper. This leads to discussions about children's selected purchases, the process of 'paying' for their shopping and the concept of polite everyday exchanges of conversation.

Short adult-directed activities incorporating number work and promoting awareness of letter sounds and names support the educational programmes for mathematics and literacy. Children are invited to look for objects in the room that incorporate numerals, such as the toy cash till and telephone. They enjoy simple counting activities using shiny plastic gems and match these to corresponding numeral cards. Practitioners model the use of relevant mathematical language such as 'how many, more, less and the same.' They give children meaningful reasons to count by attaching number cards to the pictorial menu at the snack bar. Children are therefore encouraged to select the corresponding number of items. Number rhymes and songs further promote their mathematical learning.

Children register themselves on arrival at the nursery and they confidently locate laminated letters of the alphabet which correspond to the first letter of their name. They enjoy simple songs which relate to these sounds such as the 'clicking castanets' song for the letter C. 'Writing' is a popular activity for several children and this is actively encouraged through the provision of lots of different writing materials spread around the hall and outside. One busily occupied child at the writing table announces that 'they are doing lots of work today.' However, practitioners have not considered how they can enhance this interest still further by adding child-made books to the book area or by making books with children of activities they have been doing, using photographs of them as illustrations. This would also provide ongoing opportunities for reflection and recall and encourage children to begin to 'read' these books for themselves. Children listen to audio stories with interest and some recite favourite and well-known stories to themselves. They pause when they get to a familiar refrain and wait for practitioners to supply the missing word. Practitioners use this as a springboard to extend learning as they suggest they could act out the story in the garden. This leads onto an exploration of how they can make mud and a discussion about what happens to ice cubes when they hold them in their hands. These simple investigations help develop children's understanding of the world as well as being a lot of fun.

Children also explore their local community when they go on outings to such places as the nearby library. They learn about nature and take part in activities relating to different cultural celebrations and festivities. Children are confident communicators. They are happy to chat, both to practitioners and amongst themselves. The nursery's 'good morning' session encourages children to speak in a group and to listen to one another's news. Completing puzzles helps children to think critically. Practitioners suggest that children put all the outside pieces together first. They encourage them to look at the puzzle pieces they have and the picture on the box to help them decide where they should go. They encourage perseverance by suggesting that children try turning pieces round to see if they fit and acknowledging that it can be a bit hard. Children enjoy painting using watercolours and they happily explore the contents of the new craft trolley. They can be physically active, both indoors and outdoors, because practitioners provide equipment to explore movement in both areas. Children also have opportunities to learn basic French and to develop their physical skills as the nursery arranges for an external teacher and a sports company to visit on some days of the week.

Each child is supported by a key person who is responsible for monitoring their progress and planning for the next steps in their progress. Parents are actively involved in this

process. They are asked for information about what their children enjoy and can do when they first start at the nursery and are consulted about future learning needs. Children's learning journey records are easily accessible for them to view whenever they wish. Children are also aware that they have a learning record. One child proudly announced that the inspector was looking at her book and then proceeded to chat about the pictures that were inside. Management and practitioners are aware of the need to provide parents with a written summary of children's progress between the ages of two to three ages and have started to do this.

The contribution of the early years provision to the well-being of children

Practitioners have to set up and clear away on a daily basis. They work hard to make sure the environment is ready for the children's arrival and that it is inviting. They arrange most resources and activities to be easily accessible, which encourages children to explore and follow their own interests. However, children only have limited access to resources that incorporate technology, which limits the nursery's otherwise good educational programme for understanding the world. The garden area, although small, is set up imaginatively and is very appealing. It effectively caters for all areas of learning. For example, in addition to the opportunities this offers for children's physical development, they can investigate writing and number work, use construction toys and explore the sensory area. Outdoor play means children benefit from fresh air and exercise. They go outside as and when they wish and the provision of wet weather suits and umbrellas means they are not restricted, even if it is raining. Staff deployment is effective; practitioners follow children's interests and nothing is rushed, resulting in a relaxed session.

Children arrive happily and separate easily from their parents, quickly settling to their own choice of activity. They have good levels of confidence and enjoy warm, secure relationships with both practitioners and the other children present. Children behave well. They are familiar with the nursery's 'golden rules' and talk about the need to 'be kind' and explain that 'we don't be mean because it would make someone sad.' Practitioners offer gentle reminders about the need to share resources, such as the paints or gems, on the few occasions where a child moves these out of the reach of others. They praise children's efforts and achievement, which successfully fosters their self-esteem. The nursery's revised snack time routine recognises children's capability and provides them with good opportunities to develop their independence. They serve themselves food, carry their filled bowls over to the table where they are going to eat and pour out their own drinks. They then wash up their cup and bowl afterwards. Children are keen to hang up their paintings to dry and they are encouraged to get themselves ready to go outside.

Practitioners support children in learning about healthy lifestyles and staying safe. They provide healthy, nutritious snacks that cover the different food groups and chat to children about healthy eating. Children wash their hands at appropriate times and can independently help themselves to water from the water cooler. Children help practitioners check the outside area for potential hazards, which helps them begin to assess safety and

risk. They regularly take part in practice fire drills to help develop their understanding of what they need to do should it be necessary to evacuate the building in an emergency. Practitioners also talk to children about safety and expectations for behaviour before any off-site outing.

The nursery works in partnership with other educational settings that children are likely to progress on to. They visit the local school at different times during the year and welcome school staff to the nursery. These arrangements help aid the transition process for children.

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

The nursery meets the Early Years Foundation Stage requirements for learning and development and safeguarding and welfare. This is achieved through the provision of a balanced range of activities and experiences that reflect the areas of learning, and by promoting children's safety and emotional well-being. The owners are using a process of ongoing self-evaluation and monitoring to identify strengths and priorities for improvement. They take account of the views expressed by external advisors and canvass parents for their opinion by issuing questionnaires. Children are also asked for their suggestions, as are practitioners. This leads to development plans with timescales for achieving intended outcomes. Management is currently undertaking an exercise to gather the views of practitioners in a more formal manner to further consolidate the idea that self-evaluation and reflection should be owned by them all. The nursery has successfully addressed all recommendations made at the last inspection. These have led to improvements in safeguarding, valuing diversity and enhancing some aspects of children's learning.

The nursery has devised effective safeguarding procedures to protect children from harm. Practitioners have a secure understanding of their role and responsibility with regard to child protection and the action they must take if they have any concerns. The registered owners have attended safer recruitment training since the last inspection and they implement checks to ascertain the initial and ongoing suitability of practitioners. The premises are safe and secure and practitioners make effective use of risk assessment to identify and minimise potential hazards.

All practitioners have either completed appropriate childcare courses or are in the process of doing so. They take advantage of other training opportunities that arise. Annual appraisals enable individual staff members and management to discuss performance, identify future training needs and thus plan for continuous professional development. All required documentation and other records relating to children's health and safety are well-maintained. There are clear and frequently reviewed policies and procedures in place which underpin all aspects of the provision. The owners' practice of displaying a policy of the week on the parents' noticeboard means that they are consistently reminded about

different aspects of the organisation of the nursery

Parents are very positive about the nursery and the practitioners caring for their children. They like the flexibility and openness of the provision and feel that they are well informed about, and included in, their children's learning. They achieve this through the nursery's open-door policy, informal discussions and regular meetings between parents and key persons. In discussions with the inspector, one parent offered the comment 'each child and their individual needs are important to staff and they ask themselves the question 'what does each child need as an individual?' Another parent expressed the view that the nursery 'is fantastic.' They particularly like the way practitioners do not hurry younger siblings away and feel that this is likely to ease the transition process when it is their turn to start nursery.

There are effective measures in place to promote partnership working with other early years settings children may attend and any outside agencies involved in supporting them. This brings benefits to children as it means that adults share information about them, leading to a coherent and fully integrated approach to their care, learning and any extended support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY384494
Local authority	Hampshire
Inspection number	815847
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	18
Name of provider	Little Cherubs Nursery
Date of previous inspection	02/07/2009
Telephone number	01428723438

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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