

Cherub Childcare Centre

Cherub Nurseries & Pre-Schools Ltd, Lindsey Place, Hull, HU4 6AJ

Inspection date	13/11/2012
Previous inspection date	13/12/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Practitioners have a good understanding of how young children learn and provide an appropriate range of different opportunities to promote their learning through play and discussion.
- Good relationships with parents ensure staff can obtain their views of the children's care and information about their individual needs.
- Warm, caring relationships have been established which ensures the children feel happy, settled and secure in the nursery environment.
- Children are settled, happy and motivated in their play. They show good levels of engagement, independence and curiosity, while behaving well and considering the needs of others.

It is not yet good because

- There are insufficient resources available to effectively promote children's numeracy and literacy.
- Children's progress is not supported fully as activity plans do not take account of their individual needs.

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 toured the premises and visited the outside area.
 - The inspector discussed the setting's policies and procedures including the changes in line with the new Early Years Foundation Stage.
 - The inspector observed children within the nursery and their interaction and involvement with the staff and their peers.
 - The inspector viewed the monitoring and assessment process and the recording of progress included in the children's learning journeys.
- The inspector took account of the views of parents through discussion during the inspection and the questionnaires they have completed. She also observed how their views are incorporated in the self-evaluation process.

Inspector

Rosemary Beyer

Full Report

Information about the setting

Cherub Day Nursery was registered in 2007. The nursery is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in

purpose built premises in the Anlaby Road area of Hull, and is owned by a private provider and managed by a local manager. The nursery serves the local area and is accessible to all children. It operates from eight rooms in purpose built, self-contained premises and there is a fully enclosed area available for outdoor play.

The nursery employs 21 members of child care staff. Of these, 20 hold appropriate early years qualifications at level 3 or above. There is one staff member with Early Years Professional Status and two have a BA Hons degree. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 145 children attending who are within this age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the range of resources to support children in initiating activities to support their mathematical and literacy development.
- ensure planning is effectively monitored and tailored to support children's individual next steps in learning.

Inspection judgements

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

Children's progress in their learning overall is satisfactory. Although the staff have a good understanding of how to engage children's interests, there are limited resources to fully support their mathematical and literacy development. Staff have a good knowledge of children's starting points and their initial assessment which ensures they can build on what children already know and can do. Their recording and assessment does not, however, lead on to individual planning to support each child in reaching their individual next steps in learning. The planned group activities do not meet the needs of all the children as their individual interests and abilities are not always identified. The quality of children's progress in their physical, personal, social and emotional development and communication and language is sound. For example, the children and babies show confidence when visitors arrive. The pre-school children are happy to develop conversations and discuss what they have been doing while the babies and toddlers smile and roll toys across the floor.

The babies and toddlers are developing a love of singing and rhymes and even those with little language participate in the actions or sway to the tune. They can make themselves understood by signing the action for the particular songs they wish the staff to sing. Children, including those who are non verbal, are able to express themselves effectively, such as when they are hungry or want particular resources. Staff work closely with outside agencies to develop support for children with additional needs, including speech therapy to aid their communication skills effectively. They have experience of creating individual learning plans for children who need additional support which have enabled them to make good progress in their speech and development and enabled them to realise their potential.

The nursery has introduced suitable observation, monitoring and planning to ensure all areas are planned for and included. Observations of children's activities are recorded in writing, matched to the areas of learning and then used to inform the weekly planning. Activities are not, however, planned for individual children to ensure their next steps in learning are catered for, hindering their progress. The pre-school children have good opportunities to explore information, communication and technology, such as a computer and the white board. They use the mouse confidently to choose their activities and concentrate well.

Parents are encouraged to participate in activities at home and to make observations of their children's interests or achievements which are then included in the learning journeys. They are given good information about activities for the current month and can also borrow books to promote their children's love of stories. They are also able to stay and play, and are invited to parents' evenings at the nursery to discuss their children's development. Parents value the opportunities to support their children and this encourages them to learn.

The nursery is planned to enable children to explore and play freely both inside and out; however, the pre-school children can help themselves to a limited range of resources from shelves or boxes, limiting their ability to initiate their own learning and choose activities.

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

Staff deploy themselves well to ensure all children benefit from secure attachments. The key person process enables staff to develop a close relationship with both the child and his or her parents. All the children who attend regularly are comfortable with the staff and ask them for help if they are worried or have concerns. The settling-in process is established and led by the parents' wishes and children's needs. All the children show confidence and know they can hurt or harm other children if they are careless with the toys. They are all very caring towards the younger children and the babies when they see them. The toddlers are able to play with the older children during the day although a special area is also designated for them if they are unsteady on their feet or a little wary.

The babies are well settled as the staff have a very good understanding of their individual

needs, likes and routines. Their early investigative and curiosity skills are promoted very effectively through the use of a wide range of resources including treasure baskets full of different materials for them to use. They show great interest in the different textures of paint and other materials into which they can put their hands. The results of their art work are displayed on the walls for parents to see and photographs show them up to their elbows in paint.

Staff understand the importance of good hygiene practice which they pass on to the children. They ensure the premises are clean and tables wiped before food is served. The babies are changed regularly, with good procedures in place and staff ensure their noses are wiped as needed and their hands washed before food. The babies go to sleep happily with soothing music and close staff attention to help them settle. Staff are always present in the sleep room to supervise the babies.

The older children have a good awareness of healthy practices as they wipe their noses and wash their hands after personal care and before food. The toddlers are also aware that they must wash their hands before they have food, and go to the step to reach the sink when staff tell them food is ready. Children enjoy healthy nutritious meals provided by the nursery. Fruit is available for snack, when they also develop independence by pouring their own milk or water. The pre-school children can also prepare their own fruit if they wish to do so.

All children and babies attending the nursery are learning to brush their teeth correctly and for the right amount of time. The introduction of the brush bus has made this an enjoyable activity, which promotes good dental hygiene. The children are encouraged to continue this good practice at home and are developing a positive attitude to and understanding of healthy eating.

Children within the nursery learn to behave well and that boundaries are there for their safety and to protect them. The staff discuss behaviour with the children each year and then display the agreed rules on the wall. All the children show consideration for the other children present, are willing to share and to take turns. For example, some of the pre-school children developed a balancing ring with large bricks, which showed how well their physical and social skills are developing. They cooperated to build it and then took turns to go round the circle, ensuring that no-one fell off.

Information about children's development and welfare is regularly exchanged with other providers. Staff have also developed a summary form for the two year old children and have clear transition processes for the children who are moving rooms or starting school. Visits to the new room with the key person and other peers provide them with a secure initiation into their new environment. Children who are moving on from the nursery have visits to the school so they are familiar with the premises and staff. They are encouraged to develop independence in their personal care, at meal times and putting on their coats and shoes when playing outside, effectively aiding their independence and transitions.

The effectiveness of the leadership and management of the early years

provision

The staff have a secure knowledge and understanding of safeguarding issues and the procedure to follow if they have concerns. Parents are made aware of their role and responsibility to protect all the children in their care. Comprehensive risk assessments are in place and regularly reviewed. These identify hazards and appropriate steps to take to eliminate risk and keep children safe and secure. The environment is welcoming, secure and safe and children enjoy their learning and grow in confidence. Parents know they must not admit visitors to the nursery without staff permission, and staff request identification before allowing them inside. New prospective parents spoken to during the inspection were particularly impressed with the security of the premises.

Staff are well qualified or working towards qualifications in order to further enhance the service they provide. The induction process is effective in ensuring staff are aware of their responsibilities for ensuring the safety of the children. The ongoing appraisal and supervision process is used to identify staff weaknesses and possible training needs.

Staff are aware that there are limited resources available to fully support the pre-school children's independence and mathematical and literacy skills. They plan group activities to promote their learning in these areas but these are adult led and so children do not initiate their own activities to support their literacy and mathematical skills effectively. Children are making satisfactory progress. Planning is appropriately monitored, however, group planning does not enable staff to highlight children's individual needs to effectively support them fulfilling their individual next steps in learning.

The process of self-evaluation is used effectively to identify areas for improvement which can be included in the action plan, while also recognising the strengths of the setting. The action plan includes the development of the outside area and the increase in resources for children to be able to select themselves thus promoting their independence, while enhancing their opportunities for mathematical and literacy development. Staff have undertaken in-house training to implement the new Early Years Foundation Stage and have developed a two year summary form which has been used to discuss children's progress with parents before being passed to the Health Visitor.

The staff work closely with other professionals to support children when the need arises. They have experience of caring for children with a range of additional needs and take great delight in their achievements and progress. They also work well with families whose children speak English as an additional language, with labels and notices in their home language to make them feel comfortable and valued. Parents' views are sought frequently through discussion, daily diaries and questionnaires and those spoken to during the inspection expressed great satisfaction with the care their children receive. They enjoy looking at the development folders and seeing art work and photographs displayed on the walls.

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
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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	509927
Local authority	Kingston upon Hull
Inspection number	782177
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	125
Number of children on roll	145
Name of provider	Cherub Nurseries & Pre-Schools Limited
Date of previous inspection	13/12/2011
Telephone number	01482 509598

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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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