

Cheeky Cherubs Nursery

Bridge House, 162 West End Road, Morecambe, Lancashire, LA4 4EF

Inspection date

Previous inspection date

07/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	3
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

- Children behave well and play cooperatively in the setting. Staff praise them for sharing and give stickers for good table manners.
- Pre-school children learn to be independent by serving themselves at meal times. They choose fresh fruit and vegetables and so are beginning to adopt healthy lifestyles.
- Practitioners support children's language development by modelling mathematical language, such as more or less, and by counting with children.
- Children have warm and friendly relationships with their key person so they enjoy nursery life. Parents speak highly of the setting.

It is not yet good because

- The name, address and contact numbers for every parent and carer are not recorded.
- The performance of staff is not monitored formally so individual training needs are not identified. This means opportunities for staff to continue to develop are missed.
- Information is not gathered about each child's stage of development when they are new to the setting. This makes it harder for staff to plan activities to help children progress.
- Some areas of learning are weaker than others. For example, children do not have many opportunities to express their creativity, explore technology or celebrate their home language.

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 staff and children during planned activities and also at mealtimes.
- The inspector had discussions with staff and examined children's development files.
- The inspector spoke to parents, carers and children.
- The inspector held a discussion with the manager and registered person and examined staff records.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Cheeky Cherubs Nursery is privately owned and has been registered by the current owners since January 2012. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is situated in Morecambe, Lancashire. It operates from a main hall, a baby room, a soft play room and associated facilities. The children also have access to an enclosed outdoor play area. It is open from

Monday to Saturday from 7.30am until 6pm, for 52 weeks of the year.

A maximum of 73 children under eight years may attend the setting at any one time. There are currently 102 children on roll, all of whom are in the early years age range. The nursery caters for children in receipt of funding for early years education. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 12 members of staff who work with the children, nine of whom hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 3. The staff group is working towards a quality assurance award.

What the setting needs to do to improve further

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

- ensure that records are in place that include the full name and address and emergency contact details for the parents or carers of each child being cared for on the premises
- develop appropriate arrangements for supervision and appraisal of staff so that individual training needs are identified
- plan, observe and assess each child's starting points and progress across all areas of learning, in relation to their age and stage of development, and use this information to identify the next steps in their learning.

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

- provide opportunities for children whose home language not English to use and share that language in the setting
- implement processes for self-evaluation in order to identify areas for development, put in place an action plan for improvement and seek the views of parents and children.

Inspection judgements

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

Practitioners support children's learning and development effectively when playing in the soft play room. For example, practitioners model mathematical language, such as more or

less, and counting to ten. They ask 'how many more balls do we need?' and count balls as they shake them in a parachute. Children have opportunities to crawl, rock, balance and throw, which helps them to develop physical skills. Practitioners use words like 'under' and 'over', 'on top' and 'behind' as children move in a range of ways; this contributes to their language development. During art and craft activities, practitioners pre-cut snowman shapes so children can stick on cotton wool. This activity is not sufficiently challenging for the age range involved and so children have fewer opportunities to be creative and use their imagination. Resources such as computers and programmable toys are stored in the office upstairs; this means children cannot access them independently.

Practitioners observe children and keep records to share with parents and carers. There are photographs of a variety of activities displayed on the walls. However, not all of the evidence of what children can do is linked effectively to the seven areas of learning. This means that steps children need to take to continue learning are not always identified and developed. Children who require additional support are making progress because practitioners implement targeted activities with the support of health professionals and external agencies. However, children who speak English as an additional language have limited opportunities to celebrate their home language, as practitioners concentrate on the acquisition of English.

Parents speak highly of the setting; they say practitioners are happy and friendly and their children enjoy nursery life. Information is shared through a 'to and fro' book and also verbally each day. Initial information gathered from parents includes individual care routines and what children like and dislike. Parents do not contribute to an initial assessment of their child's stage of development. This means that practitioners do not have a starting point from which to effectively plan to help children make progress.

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

Children behave well in the setting; they play cooperatively, share without prompting and are praised by staff verbally and by being given stickers. In the pre-school room children chat to each other while working together to complete a jigsaw. Other children concentrate as they thread wooden animals onto laces and enjoy repeating the activity. Children appear focused during child-initiated play as there are a range of resources to choose from, ensuring that they do not get bored.

In the garden, practitioners support children who climb on the climbing frame and initiate singing Christmas songs when children are playing with bells. Relationships between children and their key person are warm and friendly. Practitioners keep children safe because they undertake daily risk assessments and gently remind children not to push each other and to take turns. They are aware of children's individual needs as some children sleep after lunch and some have a cuddle with a bottle. Children are encouraged to eat healthy food as fresh fruit and vegetables are offered daily. Pre-school children self-serve at meal times, pouring their own drinks. This helps them to develop independence skills. Children are praised when they remember to cover their mouths when they cough and so the spread of infection is minimised.

When children are ready to move on to school settings, teachers are invited into the setting to meet them in advance. This helps ease the transition for children and supports their well-being. Children learn about the wider world and begin to value others when they discuss the Olympics and Paralympics. Play areas within the setting are labelled in a number of languages, but there are few opportunities offered to celebrate a variety of cultures or faiths. There are insufficient positive images displayed or multi-cultural resources available to play with, which means that children's learning about the wider community is limited.

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

The new owner/manager has made some changes that parents feel have improved the nursery since taking over the existing setting 12 months ago. There has been a large turnover of staff and the manager acknowledges that there is still progress to be made. Organisation is inconsistent and the current address and emergency contact details are not readily available for every child. A number of new forms have been devised to improve the quality and relevance of information gathered prior to children taking up a place. However, these are not fully embedded as they are only in partial use. This means that information that would help practitioners to support some children, such as their home language or specific needs, is not available.

The leaders have completed the required checks to ensure the suitability of all practitioners. Several of them are trained to give first aid and appropriate records are kept, which enables the manager to monitor accidents. Practitioners are able to describe the safeguarding policy in a basic way and know where to find additional information if required. There is no formal system in place to monitor the performance of staff, although this is an identified priority for the manager. Staff meetings are held on a monthly basis and staff are kept up to date about health and safety issues and the revised Early Years Foundation Stage.

The leadership and management of the setting is working on an improvement plan with the support of the local authority. Targets are in place and the owners have plans to develop the outdoor area and create a sensory room. A self-evaluation form has been completed by the manager; however, there has been no input from children, parents or practitioners. This means an opportunity has been missed to develop a collective vision for improvement that is shared by everyone who is involved in the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a record of the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (Records to be kept) (both parts of the Childcare Register)
- take action as specified above (Records to be kept) (both parts of the Childcare Register)

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	EY446167
Local authority	Lancashire
Inspection number	802809
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	73
Number of children on roll	102
Name of provider	Cheeky Cherub's
Date of previous inspection	Not applicable
Telephone number	01524409409

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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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