

Little Cherubs Day Nursery

Little Cherubs, 28 Poulton Road, WALLASEY, Merseyside, CH44 9DQ

Inspection date

20/12/2012

Previous inspection date

19/11/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 4 |
| The contribution of the early years provision to the well-being of children | 4 |
| The effectiveness of the leadership and management of the early years provision | 4 |

The quality and standards of the early years provision

This provision is inadequate

- Observation of children's learning and development is inconsistent. Planned activities are not evaluated in enough detail to enable staff to identify the next steps in children's learning.
- There are not enough opportunities given to parents to help them share with the setting what they know about their children's development.
- Some children with specific needs are not being supported fully as staff are not consistently offering the targeted support health professionals recommend.
- The outdoor space is not in use due to a safety hazard. As a result, all children do not have access to the outdoors on a daily basis.
- The roles and responsibilities of the management team are unclear, resulting in inconsistent practice.
- Children's progress across the seven areas of learning is not being assessed. This means that key people and managers do not know if children are falling behind, meeting or exceeding their expected stages of development.

It has the following strengths

- Relationships between children and staff are warm and friendly.
- Children are kept safe because staff complete daily risk assessments and are deployed appropriately to ensure the correct adult-child ratios are met.

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.

Inspection activities

- The inspector observed children and staff engaged in activities.
- The inspector examined children's records and a sample of staff records.
- The inspector met with both managers, the setting's Early Years Professional and the owner.
- The inspector spoke to children, parents and staff.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Little Cherubs Day Nursery is a privately owned nursery, which was first registered in 2005 and registered again in 2009 as a Limited company. The nursery is registered on the Early Years Register. It is situated in Wallasey, which is an area on the Wirral. All children share access to a secure fully enclosed outdoor play area.

The majority of the staff, including the manager, hold appropriate early years qualifications. One member of staff holds the Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 38 children attending, who are in the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special 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:

- make systematic observations of children's learning and assess their progress across the seven areas of learning in relation to their age and stage of development and use this information to plan the next steps for each child and to identify the stages of development for specific groups of children, for example, girls or boys or children with additional needs
- meet the individual needs of all children, ensuring the recommendations of health professionals are acted upon
- ensure that all children have access to the outdoors on a daily basis
- ensure all staff understand their roles and responsibilities by providing induction training and regular appraisals.

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

- help parents to consistently share what they know about their child in relation to their ongoing learning and development and use this information to inform the planning of activities.

Inspection judgements

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

The range of resources available to children supports their development across all seven areas of learning. The pre-school children experience sensory play when they look for treasure in the sand and wash dishes in the water tray. This helps develop their imaginations. They visit the local library for art and craft sessions and enjoy the rhyming stories they borrow. Children's communication is enhanced because staff plan singing sessions everyday. A specialist practitioner leads a weekly physical activity session, which offers children opportunities to move in a range of ways. Babies enjoy child-initiated play. They freely access resources, which helps them to begin to make choices and so develop independence.

Staff observe what children like to do, however, not all staff do this on a regular basis. Children's learning records show that some children have not been consistently observed. This inconsistent approach means that planning for children, who require extra support is ineffective. Planned activities are not always evaluated, so staff are not clear about the next steps in children's learning. Children's development across the seven areas of the curriculum is not monitored in such a way as to identify their stages of development. This means that opportunities to help children to make progress are missed.

Although, parents are happy with the care their children receive, they are not able to share what they know about their child, in order to help the staff in the planning of appropriate activities. This means that parents are not fully engaged in their children's development and learning. Regular newsletters keep parents informed about nursery life.

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

Relationships between children and staff are warm and friendly. Babies enjoy the company of their key person, who provide a secure and responsive environment. Staff gently remind children to be kind to each other, help to tidy up and if age-appropriate, to begin to share toys. This helps children develop skills for the future. Children's likes, dislikes and care routines are known to staff as some children have 'all about me' sheets completed by parents. However, some children with specific needs are not being supported well enough as staff are not consistently offering the targeted support health professionals recommend.

Children are kept safe because staff complete daily risk assessments and are deployed appropriately to ensure that the correct adult-child ratios are met. Key staff have undertaken safeguarding training and have first aid and food safety certificates. Safety gates ensure that children cannot access the stairs or reception area.

The nutritional health of children is appropriately fostered because nutritious meals are supplied and drinking water is always available. Children are offered fresh fruit everyday and their dietary needs are met. The nursery has taken part in a promoting health award and as a result, has made changes to menus and has implemented a tooth brushing scheme. Parents are offered health promotion information, such as, teaching children to swim, basic first aid and how to find a dentist. Pre-school children have a daily 'music and movement' session, which helps them to develop a love of exercise. However, for some time the outdoor area has been out of use due to an unsafe wall. As a result pre-school children go out on walks to a local park two or three times a week but younger children have not had the same opportunity. Therefore, children do not have daily access to the outdoors.

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

Over the last four months, there have been a number of staff changes in the setting, including the management. There are now two managers, who job share and a new part-

time Early Years Professional, who all contribute to the leadership of the setting. These changes have resulted in some confusion about the roles and responsibilities of the management team. As a result, there are inconsistencies in some of the organisational procedures, for example, staff appraisal and record keeping. There are currently no effective procedures in place to monitor the performance of all staff. This results in some inconsistent practice. Some staff files have incomplete induction records and have not had a thorough induction.

The Early Years Professional has begun to monitor the effectiveness of observation, planning and assessment to support children's progress. However children's progress across the seven areas of learning is not being assessed. This means that key people and managers do not know if children are falling behind, meeting or exceeding their expected stages of development. As a result, staff are unable to effectively target the areas where children may need to be challenged further or given additional support.

The management team are aware of the strengths and some of the weaknesses of the setting and have an action plan in place to prioritise improvements. The setting is striving to build partnerships with local services, such as the library and children's centre and has begun a process to become an Eco setting. Staff attend meetings with outside agencies, who are involved with children from the setting and are supported by the local authority early years team.

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. |

| | | |
|---------|--------------|--|
| 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 | EY390853 |
| Local authority | Wirral |
| Inspection number | 893860 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 4 |
| Total number of places | 25 |
| Number of children on roll | 38 |
| Name of provider | Little Cherubs Day Nursery (Wallasey) LTD |
| Date of previous inspection | 19/11/2009 |
| Telephone number | 01516394111 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

