

Cherub Childcare Centre

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

Inspection date

08/03/2013

Previous inspection date

13/11/2012

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 2

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

- Good relationships with parents ensure staff can discuss the children's care and obtain information about their individual needs to help them settle and learn.
- Warm, caring relationships have been established which ensures the children feel happy, settled and secure in the nursery environment.
- Staff provide good support for children with special educational needs and/or disabilities, providing individual learning plans tailored to their specific needs.
- Practitioners have a good understanding of how young children learn and provide a wide range of different opportunities to promote their learning through play and discussion.

It is not yet good because

- The premises are not always secure, as the front door does not close fully every time visitors leave the building.
- There are limited opportunities for children to see or use numbers and counting independently in the outside area.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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. She also inspected risk assessment documents and discussed safety and security of the premises.
- The inspector observed children within the nursery and their interaction and involvement with the staff and their peers. She also discussed observations with the manager.
- The inspector took account of the parents' and children's views obtained through discussion during the inspection and questionnaires they have completed. She also observed how these have been included in nursery's self-evaluation.

Inspector

Rosemary Beyer

Full Report

Information about the setting

Cherub Childcare Centre was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Anlaby Road area of Hull. The nursery is part of a chain of four nurseries within Hull and the East Riding of Yorkshire and is managed by a local manager. The nursery serves the local area and is accessible to all children. It operates from eight rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 22 members of child care staff. Of these, 21 hold appropriate early years qualifications at Level 3 or above, including one with Early Years Professional Status. A member of staff also holds a Level 2 qualification.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 162 children attending who are in the early years 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:

- ensure the premises are secure at all times to prevent access to unauthorised persons and children leaving unsupervised, this particularly relates to the front door and ensuring that it works as it should, in order to ensure children's safety.

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

- develop opportunities for children to use numbers and counting in activities in the outside space.

Inspection judgements

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

Staff have a good knowledge of children's starting points. Their initial assessment ensures they can build on what children already know and can do. Their recording and assessment is a newly implemented system and is evolving. Staff identify the children's next steps in their learning and monitor their development through observations. Their progress is

tracked effectively to ensure they are making good progress towards the early learning goals. Staff have also developed a summary form for the two year old children which they use in discussion with parents. This provides a clear picture of the child's development stage, their interests and any concerns which may have arisen. It enables staff, parents and others to discuss what support is needed and how it will be obtained.

The quality of children's progress in their physical, personal, social and emotional development and communication and language is good, and they help themselves to activities and resources from the shelves to further promote their independence. The children and most babies show confidence when visitors arrive. The pre-school children are happy to develop conversations and discuss what they have been doing.

Staff adapt activities to meet the needs of individual children, in particular, if the children need additional support or more challenge. Some children are making progress beyond their age level and this is supported by specially planned work to keep them motivated and enthusiastic. For example, they are learning to read and have developed very good counting skills. Children with special educational needs and/or disabilities are supported extremely effectively. Their progress is shown to be good given their starting points, and they are developing improved social skills. The introduction of sign language throughout the nursery has improved opportunities for communication for those babies and children with no verbal skills. They can make their views and needs known, which improves their feeling of being included. Staff work closely with outside agencies to develop support for children with additional needs, including speech therapy to aid their communication skills effectively. Staff have experience of creating individual learning plans for children who need additional support.

Children are able to select resources for themselves or make suggestions for craft activities such as junk modelling or making birthday cards for family members. This reinforces their understanding of families and their relationships. Children are developing good physical skills in using tools and implements for cutting and gluing, and their patterns show their creative imagination is developing well. Staff discuss what they are trying to do and if needed, provide suggestions for possible methods of sticking things together. They enable children to feel a sense of achievement about completing their tasks. Children have good opportunities to count and identify shapes when playing inside. There are however, few opportunities to see numbers or shapes displayed outside.

The nursery has good relationships with local schools. 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 mealtimes and by putting on their coats and shoes when playing outside which supports their readiness for school. The tracking of children's progress and their learning journeys give a reliable picture of their development.

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

The key person system provides children with secure attachments from when they first start to attend the nursery. The staff build suitable relationships with both the children and

their parents. This ensures staff know about home routines, their likes and dislikes and also have a good understanding of the children's starting points, which enables them to meet the children's individual needs.

The baby room is welcoming and comfortable, with pictures, posters and photographs on display. Babies are very settled and most are confident when visitors arrive. Those babies who are wary of new people stay close to their key persons and are then reassured. Babies show concern for each other when one cries and show pleasure when their peers arrive. They show their security by going to sleep happily and waking up with smiles on their faces.

The babies are able to promote their investigative skills with a good range of resources, such as paint and gloop. They do not all like to get messy but are still able to use the materials to make pictures in different ways. For example, instead of their feet and hands they can use brushes and rollers. The staff also provide treasure baskets for the children to investigate natural resources, which are in the process of being re-stocked to maintain their interest. The transition from one room to another is appropriately supported, with staff accompanying children over a period of time to help them become familiar with the new staff, children and the room. Parents are also welcome to visit with their children, to reassure them and to meet their new key person.

Children throughout the nursery behave well. Staff model good manners and the children are polite and considerate of each other. They take turns with their games and toys, and know they can hurt each other if they are careless with resources. Children are also aware of the need to use good road safety practice and discuss how they should behave, when out in the community, to prevent an accident. They practise the emergency evacuation procedure regularly. They understand that they must get out of the building quickly if there is a fire, and know where they must meet to prevent being injured. However, the security of the front door is yet to be addressed to ensure that it works as it should and children's safety is fully assured.

All the children are making good progress in their physical development. The more active babies move around confidently, while even those who cannot yet walk, are encouraged to reach for objects to develop their strength and coordination. Older children have outside play each day when they use a wide range of climbing and balancing opportunities. They move around safely and are careful with the toys to prevent accidents. For example, they take turns when climbing and steer confidently round each other when using the bikes and scooters.

The outside area is used to grow flowers and vegetables which further support the children's understanding of a healthy diet and lifestyle. They eat a well-balanced menu of nursery-prepared food, and have healthy snacks each day. Special diets are provided for children with allergies or religious dietary requirements. Children also understand the importance of cleaning their teeth and introduction of the 'brush buses' reinforces the promotion of good dental health. Some children now insist on cleaning their teeth at home and understand this protects them.

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

Staff have a good understanding of their role in safeguarding children, and the responsibility they have to raise any concerns about a child in their care. They have all undertaken training to enable them to identify child protection issues should the need arise. The recent complaint to Ofsted about problems with the front door, has raised awareness of security matters. The manager accepts that the front door has been an issue and has not been functioning as it should. This is also a breach of the Childcare Register requirements. Until it is fixed, steps are being taken to ensure the door closes properly each time parents exit the building, to prevent children leaving unsupervised. Staff ensure children are well supervised when out of their rooms, either visiting the cloakrooms or in the outside area to keep them safe. Only authorised persons are admitted to the nursery, and clear procedures are in place to establish the identity of visitors.

Robust systems are in place for the employment of new staff, which ensures only suitable people have access to the children. The well-established induction and ongoing supervision within their rooms enable new staff to have a good understanding of their role when they start work. The manager also completes annual appraisals which provide opportunities for staff to evaluate their employment and achievements, while identifying areas they wish or need to improve. At the last inspection it was noted that planning was not specific to individual children, even though their development is regularly assessed and monitored. The manager has already implemented training to improve staffs understanding of the need to ensure planning identifies the specific development needs of individual children rather than the age group. There is also a clear expectation that staff will undertake training to continue their professional development in order to further improve their practice.

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. Information about children's development and welfare is regularly exchanged with other providers, which ensures their interests and achievements are supported and any concerns identified. 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. Parents are keen to be involved in their children's learning, and use the ideas staff provide, to develop activities at home.

Self-evaluation is used effectively to identify areas for improvement within the nursery and to inform the action plan. One area highlighted by staff is the redevelopment of the outside space to provide more opportunities to grow vegetables and flowers to support children's understanding of the natural world and healthy eating. Staff are also considering the re-organisation of the available play space within the nursery, by using the rooms

differently. Smaller groups of children in each room will enable them to have easier access to resources and more room to move around.

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:

- the registered person must ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (Suitability and Safety of Premises and Equipment)
- the registered person must ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (Suitability and Safety of Premises and Equipment).
- the registered person must ensure that a child is unable to leave the premises unsupervised except where the childcare is open access childcare, or where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (Suitability and Safety of Premises and Equipment)
- the registered person must ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (Suitability and Safety of Premises and Equipment).

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 action. 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	907544
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	125
Number of children on roll	162
Name of provider	Cherub Nurseries & Pre-Schools Limited
Date of previous inspection	13/11/2012
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, which are usually the childminder's 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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