

# Cheeky Cherubs Day Nursery

Alcombe Childrens Centre, Stephenson's Road, Minehead, TA24 5EB

## Inspection date

09/04/2013

Previous inspection date

03/10/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 build secure relationships with staff and other children. They benefit from the effective key person system enabling them to become confident and independent learners.
- Staff foster good relationships with parents and carers and fully involve them in all aspects of the nursery provision.
- There are excellent monitoring and evaluating systems in place to make sure that parents, staff and children are involved in the decision making.
- The nursery provides a welcoming and stimulating environment where children move freely between the indoor and outdoor environment.

### It is not yet outstanding because

- On occasion, children's coordination skills are not fully encouraged
- The systems to make sure resources are suitable for children to use are not fully effective. Consequently, children become disappointed when parts of the equipment are missing.

## **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 observed children during activities in all playrooms and the outside area.
- The inspector completed a joint observation with the manager in the toddler room.
- The inspector spoke to staff and management at different times during the inspection taking into account the needs of the children.
- The inspector spoke to parents to gain their views.
- The inspector viewed various documentation and records including staff files, complaints record, children's assessments and various monitoring tools.

## **Inspector**

Lorraine Sparey

## Full Report

### Information about the setting

Cheeky Cherubs Day Nursery re-registered in 2006 when it moved to its new premises within Alcombe Children's Centre, Minehead, Somerset. It is a privately owned nursery. There is a large main playroom for the two- to five-year-olds with a baby area located at the end of the room. Both rooms have access to their own outside play area, which are adjoining. The garden is fully enclosed. The nursery has its own office and kitchen. They also access other facilities, such as adult toilets and a variety of family and training rooms within the children's centre.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 134 on roll, all of these are in the early years age group. The nursery opens from 8am to 6pm Monday to Friday all year round. In addition, there is a holiday club for older children at specific times of the year. There is an additional crche registration for a further 10 children. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. It also supports children who speak English as an additional language.

The owner/manager has a level 4 qualification in early years; she is supported by a deputy who holds a level 5 qualification in early years and two other members of staff with level 5. There are 15 staff who are qualified in early years and seven who are not qualified. In addition, there are support staff including a cook and administrator.

### What the setting needs to do to improve further

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

- enhance opportunities for children to practise coordination by, for example, allowing them to use tools to prepare their own snack and by teaching them how to blow their own noses
- enhance the systems to check all resources to make sure that sets are complete and that they are completely ready for children to play with.

## Inspection judgements

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

Children are eager to come into the nursery and begin their learning. They confidently separate from parents and carers. Older children excitedly look for their name on their brick. Once they have found it they put the brick in front of the kitchen identifying they are present and they would like lunch. Staff in the baby and toddler rooms welcome parents and children, encouraging them to find an activity they will enjoy. Staff support children's independence well encouraging them to make choices in their play and learning. They are sensitive to children's individual needs and routines. For example, when numbers of babies are low they interact with the toddler group in the sensory room to support their personal, social and emotional development. Babies and toddlers explore a range of toys where they press buttons and listen to the different sounds or observe as things pop-up. This helps them to learn about simple technology. Staff encourage children to investigate. Babies respond warmly as staff cover them with scarves playing peek-a-boo. The sensory lights fascinate some children as they change colour and bubbles move up and down the tubes. Staff lay next to children talking to them quietly to add to their security and enjoyment.

Staff promote children's communication and language skills well. They actively engage older children in conversation, encouraging them to talk in small groups and larger groups at circle time. Children talk about the stories and eagerly share what they know. For example, children identify the animals in the story and talk about whether they are big or small. This also supports children's mathematical development. Toddlers talk about different animals during an activity. A member of staff introduces a small cuddly toy, they ask the children to say hello as they pass the toy around. Children are then encouraged to identify an animal and they sing a song about each animal. Staff provide good levels of support to involve all children in the activity. Children throughout the nursery are learning how to sign and use Makaton. This supports the youngest children in being able to communicate their needs.

Staff gather good-quality information from parents when their children are starting the nursery. This covers welfare and their learning and development achievements at home. This enables staff to plan effectively from the children's first day in nursery. Staff regularly complete both spontaneous and planned observations on all the children. In addition, they take photographs recording children's progress. There are excellent systems to make sure that all children are making good progress. Consequently, children gain the skills to support them in their future learning and the move to school. Staff are familiar with completing the progress check for two-year-old children and involve parents well in this process. There are good links with other early years professionals to support children with identified additional needs.

Older children thoroughly enjoy using an interactive board on the wall. They are fascinated as they move their hands around the board and images appear. Staff extend children's learning by drawing a circle and putting a number inside and encouraging children to copy. They show a great sense of pride as they copy the numbers three and four. This supports children's early writing skills.

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

Children build strong relationships with their key person enabling them to feel confident and secure. This supports them in building relationships with each other and the staff. Children in all age groups are confident to seek support from staff and older children are keen to invite staff to join in their play. Several children ask a member of staff to read them a story. She encourages them to choose the book and make sure that every child can see the pictures. When other children join in the member of staff makes sure that she recaps on the story. She encourages children to talk about the characters in the book and what they think is going to happen next. This encourages children to feel valued and supported by staff.

Toddlers are supported in painting their hands and feet. Staff promote their independence enabling children to paint their own hands and feet and staff support them to make prints that they are going to make into mobiles. There is good interaction as staff encourage children to talk about whether the paint brush tickles and what the paint feels like between their toes and fingers. Staff make sure children are satisfied with their achievements before helping them to wash their hands and feet. Children are able to develop a great sense of achievement through these simple activities. They are interested and motivated learners because staff enable them to explore activities well.

Children follow generally good hygiene routines throughout the nursery. Babies and toddlers benefit from regular nappy changing and staff knowing well their home routines with regard to feeding and sleeping. As a result, children feel comfortable and settled. Children know when and why they wash their hands. Children talk about the importance of healthy foods at circle time. A member of staff encourages the children to talk about what they had for breakfast and for them to decide whether they felt it was healthy. This leads to a good discussion about how our bodies use energy. Children benefit from healthy snacks and nutritious meals prepared on the premises, such as fresh fruit and roast chicken with vegetables. However, staff automatically prepare the children's fruit in front of them rather than supporting the children to do it themselves. Staff do not take all possible opportunities to encourage children's physical development with regards to handling small equipment, such as when chopping fruit and blowing noses. For example, improvements have been made since the last inspection to enable children to help themselves to tissues when required. However, on occasions staff fail to teach children how to use tissues to blow their own noses.

Children learn how to keep themselves safe through discussion, staff being positive role models and activities. In the outdoor area, children practise crossing the road safely with the pretend road and zebra crossing. Some children create a roadblock and this leads to a discussion, about using the areas safely, with children using the bikes and ride-on toys.

Children's behaviour is good. Staff supervise the children well and are able to intervene with the younger children as minor disputes arise. Staff manage unwanted behaviour well getting down to children's level and giving clear explanations about the impact of their behaviour. Older children know and understand the boundaries and expectations. Staff successfully adapt reward systems to suit individual children. For example, with older

children, staff use 'golden moments,' recognising when they have done something well or have been kind to other children. Staff share these moments with parents to enable them to celebrate their children's good behaviour.

Overall, there is a good range of resources throughout the nursery. Staff create a welcoming environment enabling children to easily access toys and equipment in all areas including the outdoor area. However, a few sets of toys are not complete and a book has pages missing which affects children's engagement with a few activities. For example, children independently choose to play with puzzles. They become disappointed when the floor puzzle has pieces missing. They find another puzzle and lose interest when that one has pieces missing too. Consequently, children cannot always gain a sense of achievement because they are unable to complete the puzzles. Children freely move between the indoor and outdoor areas and have regular use of the sensory room. This provides children with a wealth of play and learning opportunities in all areas of the nursery.

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

Leadership and management are good. The registered provider is a positive role model and provides staff with good opportunities to further their development. All staff attend safeguarding, first aid and food safety training. They receive regular supervision by the management team and have appraisals to make sure they are meeting their roles and responsibilities. There are good systems to make sure that the safeguarding and welfare requirements are met effectively. The management team and staff demonstrate good knowledge and understanding of how to keep children safe. There are detailed policies and procedures on which staff receive regular training to make sure their knowledge is kept up to date. Staff are all aware of their responsibility to report any concerns about children in their care. Parents receive copies to make sure that they are aware of the staff's role and responsibility. There are effective systems to recruit staff and enable management to assess their suitability. These include references and a thorough induction process. In addition, there are comprehensive risk assessments covering all aspects of the nursery and outings that the children go on. This supports staff in keeping children safe.

There are good systems in place to monitor the educational programmes to support children in making good progress. The management team track each child through the nursery, regularly reviewing their progress and identifying any areas where the child's progress may not be as expected. Therefore, any additional support can be provided quickly to support children in all areas of their learning and development. This means that any gaps in children's learning are quickly identified and that these gaps are closing.

There are effective systems to monitor and evaluate all aspects of the nursery and involve parents, staff and children in the decision-making. Management and staff have completed a self-evaluation form helping them to identify their strengths and areas they may like to develop. The nursery has made improvements since the last inspection that have had a positive impact on children's well-being and care. For example, by increasing information

gathered from parents about children's daily routines, it enables staff in the baby room to fully support children's home routines to make them feel secure and comfortable. Children's views are gathered termly by their key person and parents are encouraged to support their children in sharing their ideas.

Staff build positive relationships with parents and carers. They are provided with good quality information about the nursery and the service they offer. Parents are supported to be fully involved in their children's learning. They are encouraged to complete 'Wow' moments recording the children's achievements at home. Parents are involved in their children's review meeting with their child's key person. They have good opportunities to discuss their children's progress and the next steps in their learning. Parents report that their children benefit from participating in a good range of activities, such as growing vegetables and the creative activities. Parents state that they feel the communication between themselves and staff is very good and they are fully informed about their child's time in the nursery. There are successful systems in place to share information with other early years settings and professionals. Children benefit from dual placement meetings where staff from both settings meet and share children's progress. Parents talk about how they feel their children are well supported because the nursery works well with other agencies, such as health visitors and the area special educational needs coordinator. As a result, children are well supported in their welfare and learning and development and make good progress.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Met</b> |

## 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY332508                 |
| <b>Local authority</b>             | Somerset                 |
| <b>Inspection number</b>           | 908842                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 8                    |
| <b>Total number of places</b>      | 62                       |
| <b>Number of children on roll</b>  | 134                      |
| <b>Name of provider</b>            | Joanne Buck              |
| <b>Date of previous inspection</b> | 03/10/2011               |
| <b>Telephone number</b>            | 01643 700030             |

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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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Piccadilly Gate  
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Manchester  
M1 2WD

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