

Little Cherubs

164 Goodmayes Lane, Ilford, Essex, IG3 9PR

Inspection date	11/03/2013
Previous inspection date	21/01/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff have a good understanding of how children learn and develop. As a result, they provide children with challenging activities that help them make good progress.
- Staff have a good knowledge and understanding of every child's interests, abilities and languages spoken. Therefore, they support children well to feel emotionally secure and develop high levels of self esteem.
- Staff help children to develop independence, curiosity and imagination. As a result, children demonstrate positive behaviours and are happy, motivated and eager to learn.
- Staff work flexibly to meet the work and study commitments of parents, which helps to promote good consistency of care for the children.

It is not yet outstanding because

- staff explain the importance of healthy eating to children and parents, although not always consistently. This slightly reduces children's awareness of adopting healthy lifestyles.

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 activities in the three main play rooms.
- The inspector observed children's play and staff interaction.
The inspector looked at children's assessment records, planning documentation,
- evidence of the suitability of adults working at the nursery, the self-evaluation form and a range of other documentation.
- The inspector carried out a joint observation with the registered person during lunch and during the after lunch activities in the pre-school room.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Catherine Greene

Full Report

Information about the setting

Little Cherubs nursery is a privately owned business. It registered in 2004 and operates from three rooms in a two storey converted house. It is situated in a residential area in Goodmayes, in the London Borough of Redbridge. The nursery is open each weekday from 7am to 7pm for 52 weeks of the year excluding bank holidays. The nursery receives funding for free early education for children aged three and four years and also any eligible two year olds. The nursery currently supports children who are learning English as an additional language. All children share access to a secure enclosed outdoor play area. There are currently 38 children in the early years age group on roll with one child on roll who attends after school. The owner is also the manager and she employs eight staff. Of these, five staff hold early years qualifications at level 3 and three staff at level 2. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen children's awareness of healthy eating, for example, by talking to them more about the importance of healthy food and drink and involving parents more in this process.

Inspection judgements

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

All staff have a good understanding of the Early Years Foundation Stage framework and implement it well to promote children's learning and development. Staff spend time observing the children and use the information effectively to identify the children's next steps in learning. The staff team plan a range of activities and experiences covering all areas of learning and development using the information gathered about each individual child. Consequently, all children are making good progress towards the early learning goals in relation to their starting points. Children who have English as an additional language are supported well. Staff achieve this through strong partnerships with parents and by using examples of children's languages in the learning environment. This includes key words spoken in children's languages and also written examples displayed in the group room. Staff engage all children in purposeful conversation and use different techniques, such as, visual presentation boards and CDs that encourage children to listen to sounds.

Caring and enthusiastic staff use good teaching techniques and deploy themselves well.

Babies settle very well because staff are familiar to them and have good knowledge of their individual likes, needs and routines. Babies develop secure attachments seeking reassurance from staff when they move around the room. Toddlers are happy as they pour water into the sand tray and mix it together. Staff are introducing them to different creative materials that provide opportunities for toddlers to practise picking up tiny objects. Children enjoy themselves as they compare different textures and discover the feeling of the wet sand mixture in their hands. Babies are cuddled by staff as they get tired and are very secure in the environment used for them to sleep.

Pre-school children develop the skills that they need to be ready for school or their next stage of learning. They free flow between both downstairs group rooms and the outdoors, which means that they are able to make choices. Children are taking an active role in their learning during routine sessions for self-chosen play. Children freely choose mark making materials, problem-solving resources, a range of media, books and puzzles. Staff present all resources at low level in designated areas. Laminated presentation boards designed to be used outside are labelled using words and photographs to engage children's interest in what is available. This ensures that less verbal children or those with English as an additional language are able to make informed choices about the resources they use.

Children use mathematical language during free play and focused activities. They count spontaneously and enjoy activities sorting objects into groups. Children recognise numerals around the environment to demonstrate their knowledge. They count how many plates they need as they set the table for lunch with a member of staff. Children have many opportunities to express themselves creatively. They use the imaginative and well-equipped role play area to dress up. Their most favourite use for the shop recently has been to make it a Chinese restaurant complete with menus and a till. This encourages the children to use their imaginations and express the things they like and are interested in.

Staff help children to develop good early writing skills and evidence of this is displayed around the room. Children label their own work and practise emergent writing in a variety of situations indoors and out. Staff support children's interest in the snow and the changes happening in spring and with animals through books and topic activities. Children handle books with care and enjoy listening to stories as the staff bring the book characters to life using different voices and animal sounds to hold the children's interest. Children are developing a very good understanding of the world around them through discussions and activities about other cultures and beliefs. Children use a range of multicultural resources, celebrate festivals from around the world and parents are actively encouraged to share their experiences with the children. This effective input helps children to learn about the similarities and differences between themselves and others.

Children are fully involved in their learning and show high levels of independence during their play. They choose the resources they need for their activity and current interests in building materials and the work of construction. Staff set up tools and work stations both indoors and outside using real health and safety awareness signs and posters. This has the added benefit of teaching children and raising awareness of safety symbols.

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

Children form close relationships with the staff team and their friends. Staff spend time getting to know the children and their families well, which helps children to feel settled and secure during the transition from home to the nursery. Staff promote the children's personal, social and emotional development effectively and this results in children demonstrating high levels of self-confidence and self-esteem. Staff recognise well that children learn through play. They have a good understanding of how to engage and capture children's interest.

Children learn to appreciate their own and other's feelings. They learn to listen to one another's ideas and opinions. Staff promote their understanding in a variety of ways, including through the use of cards with visual pictures showing children with different emotions in their expression. Staff manage children's behaviour very well. They have high expectations and children know exactly what is expected of them. Clear rules and boundaries are consistently used across the staff team. Staff are positive role models, they show the children respect and children are confident and very polite in return. They remind children to listen to each other during large group activities make sure that all children gain the most from the experience. Staff continually recognise the children's efforts and achievements and focus on their positive behaviour. As a result, children receive praise and encouragement throughout the day.

The majority of children enjoy eating healthy foods. A private contractor using some organic and seasonal produce provides cooked lunches for the nursery. Children are generally learning about the importance of healthy eating and lifestyles through discussion, activities and daily routines. For example, children talk about the types of food that are good for them with a member of staff as they choose pieces of cucumber from the snack table. However, this is less well supported during lunch when those children who do not eat the nursery lunch have food provided that is not so nutritious. Children are also not always encouraged to drink water and are given juice in sports bottles. Therefore, staff are not always consistent in promoting children's health awareness by talking to children and parents about healthy choices.

Children's self-care skills are promoted effectively as they wash their hands independently at appropriate times and tidy away the resources behind them. All children are able to use the outside play area at any time throughout the session. Here they enjoy a broad range of outdoor play and learning experiences. This enables children, who learn best outdoors to flourish and make significant progress. Children enjoy building in their construction site and making dens with large construction.

Staff follow procedures to record all accidents and any incidents that occur on the premises and obtain parental signatures to ensure all parents are fully informed. All children learn about the importance of keeping safe. They understand the safety rules in the nursery. For example, they competently use glue sticks and scissors and understand how to keep themselves safe when using such tools. This helps children to develop a good awareness of keeping themselves and others safe.

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

All staff have a good knowledge and understanding of safeguarding issues and the procedures to follow. The registered person has contact details for the Local Safeguarding Children's Board and displays the procedures and contact details clearly for staff, visitors and parents. Full written safeguarding policies and procedures are in place and reviewed regularly to ensure all information is accurate and in line with the latest guidelines. Recruitment and vetting procedures ensure all adults on the premises are suitable to work with children. A full induction programme for new staff and students on placement helps to ensure everyone is aware of their individual roles and responsibilities. Managers have robust systems in place to monitor staff's knowledge of procedures and how they support children's learning and development and safeguarding and welfare. The registered person has a strong commitment to carry out staff appraisals in order to develop staff and evaluate performance. As a result, this time is used well to support staff and challenge any issues with performance. Staff are supported to attend training with the local authority and achievements are acknowledged. Staff say that they feel valued and part of the team, taking responsibility for their individual roles, such as the designated child protection staff member. All staff effectively monitor any students on placement to develop and promote their skills and the nursery has well-established links with the local authority and are beginning to establish links with the local children's centre. The registered person and senior managers are all involved in the day-to-day running of the nursery and they have high expectations for the nursery.

Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Visitors are required to show identification and sign in and out using the visitors' book. The inspection was brought forward following an investigation of a concern and the issuing of a notice to improve by Ofsted. Following this, the registered person has taken positive steps to maintain staffing ratios well, which helps to promote children's welfare and safety effectively. Staff carry out written risk assessments covering resources, and all areas the children come into contact with, including outings to the nearby playing fields. Staff are observant and ensure the premises are safe and clean at all times. For example, sand and water on the floor are cleaned away quickly and efficiently to prevent the children from slipping.

Parents are encouraged to share their children's progress records so that they understand how the nursery is working with their children. This enables parents to be fully involved in their children's learning and extend their learning at home. Parents are able to make written contributions about their children's learning and enjoy family events to strengthen the already good relationships. Effective systems are in place to ensure the children's smooth transition to school and for those children who attend more than one early years setting. Staff have completed the progress checks for children aged two and any concerns have been identified and discussed with parents to meet the children's learning needs.

All staff, parents and children are included in the self-evaluation process to ensure their views are used to drive improvement. Monitoring and evaluation of priorities for

improvement through self-evaluation provides the foundation for well targeted actions to improve the quality of the provision. Managers collect information and take steps to respond to suggestions or concerns relating to aspects of practice in order to drive improvement. Dedicated staff work successfully with management to try out new approaches and constantly improve their practice and the environment provided for children.

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 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	EY281096
Local authority	Redbridge
Inspection number	907538
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	39
Number of children on roll	38
Name of provider	Linda Margaret Davis
Date of previous inspection	21/01/2008
Telephone number	0208 597 4233

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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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