

# Cherub Nursery

483 Leads Road, Sutton-on-Hull, Hull, HU7 4XT

<b>Inspection date</b>	10/04/2013
Previous inspection date	31/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Entry and security measures in place are not effective. This means children's safety and well-being is compromised as unauthorised people can gain access to the nursery.
- Children are not adequately supervised at all times and staff ratios are not consistent or appropriate for the number of children attending. This has a negative impact on children's well-being and prevents children from learning effectively as they are not provided with sufficient levels of staff attention to meet their needs.
- There is a lack of understanding of the Statutory Framework for the Early Years Foundation Stage resulting in a number of breaches of legal requirements including the need to notify Ofsted of any change of name or address of the provider or registered person.
- Children are handed over to staff at the nursery entrance and parents do not have the opportunity to enter the nursery and settle their child into their base room. This 'closed door policy' means parents do not see a clear picture of their child's learning environment or observe their child at play within the nursery.
- Self-evaluation does not identify the nursery's strengths and priorities for development that will improve the quality of provision for all children.

### It has the following strengths

- Children show suitable levels of independence, curiosity and imagination and are interested in the activities and resources available.

## 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 throughout the nursery and the outside play area.
- The inspector spoke to staff and management throughout the inspection and held meetings.  
The inspector looked at children's assessment records, planning documentation,
- evidence of the suitability of practitioners working within the setting and a range of policy documents.
- The inspector took account of the views of parents and carers spoken to on the day.
- Meal times and sleep time routines were observed during the inspection.

## Inspector

Caroline Basham

## **Full Report**

### **Information about the setting**

The Cherub nursery was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a two-storey detached building in Sutton-on-Hull and there is a fully enclosed area available for outdoor play. The nursery is owned and run by Cherub Nurseries and Pre-School Childcare Limited. The nursery serves the local area and is accessible to all children who can attend for a variety of sessions.

The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3. A full time cook is also employed. The nursery opens Monday to Friday all year round from 7am until 6.30pm. There are currently 124 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 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:**

- develop knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage and review and update policies and procedures to reflect the safeguarding and welfare requirements
- ensure staffing arrangements meet the needs of all children and ensure their safety. Providers must ensure that children are appropriately supervised and decide how to deploy staff to ensure children's needs are met
- ensure that premises are safe and secure to prevent unauthorised people gaining access to the nursery
- ensure Ofsted is notified of any change of name or address of the provider or registered person
- improve partnerships with parents so they have opportunities to settle their children into their base rooms and are able to observe their children at play and see the learning environment in which they are cared for.

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Staffing ratios are not good enough to ensure children receive consistent levels of individual support and encouragement. As a result, children are not learning effectively because when staffing levels are low, such as first thing in the morning, individual children's learning and development is not sufficiently promoted. The nursery have a 'closed door policy' which means parents do not see a clear picture of their child's learning environment or observe their child at play within the setting. As a result, they are not aware of the low staffing levels at the start of the day.

Children are able to choose activities for themselves and therefore follow their own interests. When staffing levels are sufficient, staff extend children's learning through interacting and using appropriate language that children can relate to and understand.

Children take turns and share resources well. For example, children wait patiently for their turn to pour the sand into the sand wheel in the pre-school area. Individual routines are catered for and staff ensure sleep routines are in place when required for the younger children. Two year old progress checks are in operation and staff record observations, assessments and next steps for learning in individual files.

Children's interests are promoted through a balance of child-initiated and adult-led experiences both indoors and out. Staff know children well and use this knowledge to plan appropriate, interesting and fun activities for all children. Children with special educational needs are supported by staff who know their individual needs and interests and use their knowledge to plan and offer appropriate and individual care both in and out of doors. Children with English as an additional language are cared for and supported throughout the setting because staff liaise with parents, share information and offer parents' leaflets in a variety of languages. The nursery seek additional support and work with other professionals to ensure consistency of approach.

Children enjoy dressing-up in the role play area and play together acting out their own imaginary characters. For example, a very young child dresses up as a dinosaur and is happy to show this off to other children in the setting. Such role play experiences help the children to develop early friendships and enhance early social skills initiating conversation and cooperation skills. As a result, children are developing some skills to support their next stage learning.

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

Children are handed over to staff at the nursery entrance and parents do not have the opportunity to enter the nursery and settle their child into their own base room. Inadequate staffing levels before all staff arrive in the morning have a negative impact on children's well-being. This is because staff are unable to give children their full attention as they are so busy trying to supervise them sufficiently to ensure their safety. For example, children are allowed to move freely between the indoor and outdoor environment and yet there are insufficient staff to supervise them appropriately. In addition, security is inadequate, as unauthorised people can gain access to the children through unlocked rear patio doors without staff being aware. This means staff do not take necessary steps to ensure children's safety and well-being.

When staffing levels allow interaction between staff and all children is good and secure emotional attachments are formed within all age groups. This is supported by an appropriate key person system being implemented throughout the nursery. Children show suitable levels of confidence and self-esteem and settle well because staff know their individual likes, needs and routines. Babies' nappies are changed regularly, with appropriate procedures in place and staff ensure that their noses are wiped and their hands washed before food. Young children go to sleep happily and feel secure due to close staff care and attention to help them settle.

Transitions across the provision are secure and staff liaise with local primary schools and

share information before children leave the setting. Children enjoy healthy, nutritious meals provided by the onsite cook. Children are starting to understand the importance of keeping safe and know not to run indoors and are able to explain why this is important. Children walk sensibly to the toilet area and are supported with their toilet training needs and are encouraged and helped to wash their hands prior to meal times by caring practitioners. Children enjoy the freedom of choice and access the well-resourced outdoor area at periods throughout the day. They run, jump, pedal and push a variety of bikes and equipment. Staff use appropriate language and support children's learning through play. For example, staff draw a hop scotch grid with chalk on the playground and children colour it in and count the squares enthusiastically.

Staff are good role models and provide clear guidance for children about what is acceptable behaviour and due to this, children behave well and are kind and caring towards one another. Children are taken on regular walks within the local community and staff use a six-seater 'turtle bus' pram to help them to access local places of interest. This helps children to develop confidence and independence whilst away from their main care setting and helps to prepare children for transitions to other settings and school.

Children are beginning to understand and develop knowledge of the importance of healthy eating and are encouraged to make healthy choices at snack and meal times. Children are able to access water to drink independently and are offered healthy snacks and meals. Children are supported by their key person as transitions to other rooms occur. They are gradually introduced to changes and individual needs are considered during the transition process.

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

Children are not effectively safeguarded in the nursery as security measures in place do not prevent unauthorised access. For example, some exit doors are not always adequately secured to prevent unauthorised people entering the building unknown to staff. Staffing ratios are not consistent or appropriate at all times, particularly first thing in the morning, and children's safety and well-being is compromised due to this. Changes regarding the company's registered person have not been made or confirmed with Ofsted. This means that children are not adequately safeguarded on the premises and these are breaches of safeguarding and welfare requirements of the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Self-evaluation and informed discussion to identify the setting's strengths and priorities for development are weak. This means management and staff are unable to improve the quality of provision for all children effectively. Systems of self-evaluation and communicating ambition to support continuous improvement in the setting are inadequate. Management and accountability arrangements are not understood by the providers and they are not sufficiently ambitious about improving the quality of the provision. For example, they fail to recognise the detrimental effects of the 'closed door policy' at the nursery. In addition, policy documents are out of date and not regularly reviewed or changed in line with the Statutory Framework for the Early Years Foundation Stage. As result, they do not reflect legal requirements, support

the running of the nursery or ensure children's safety and well-being.

Nursery staff are appropriately vetted and suitable to work with children. Most hold relevant childcare qualifications at level 3 or above and all staff hold first aid certificates. Staff professional development is adequately supported as they access some relevant training. For example, some staff have basic food hygiene qualifications and a plan is in place for all staff to complete this. The manager and deputy monitor planning and assessment throughout the nursery and work with all staff to improve this to the best of their ability.

The environment is organised at child height with resources accessible to all children. This means that children can self-select resources to play independently or with their friends. Staff have a satisfactory knowledge of the learning and development requirements of the Early Years Foundation Stage and use this to support children's learning. Relationships with parents are generally satisfactory. For example, staff obtain information from parents regarding children's routines, likes and dislikes prior to children commencing at the setting. Annual parents' evenings are held and occasional fun days are arranged to enable parents and carers to visit the setting. However, parents are unable to access their child's base room daily and hand over their children to staff in the conservatory entrance. This routine does not allow parents to settle their children into their room, observe, play or share their children's nursery experiences first hand. The nursery works with other professionals so that children who need it receive appropriate support.

### 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:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (Compulsory part of the Childcare Register)
- ensure Ofsted is informed of changes to the nominated person of a childcare provision (Compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (Voluntary part of the Childcare Register)
- ensure Ofsted is informed of changes to the nominated person of a childcare provision (Voluntary part 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 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>	509929
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	907621
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	67
<b>Number of children on roll</b>	124
<b>Name of provider</b>	Cherub Nurseries & Pre-Schools Limited
<b>Date of previous inspection</b>	31/05/2011
<b>Telephone number</b>	01482 820756

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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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