

# Cruwys Cherubs Nursery

Whyteleafe Football Club, 15 Church Road, WHYTELEAFE, Surrey, CR3 0AR

## Inspection date

22/05/2013

Previous inspection date

14/09/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

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 3

## The quality and standards of the early years provision

### This provision is satisfactory

- The staff team is well established and experienced and they provide a welcoming, environment for children.
- Children take part in a range of activities and experiences, including music, dance and soccer lessons with specialist teachers.
- Children can select resources for themselves and initiate their own learning and play.
- Children show good levels of confidence and independence in the nursery.

### It is not yet good because

- Complaints procedures do not currently meet legal requirements, as complainants are not informed of the outcome of a complaints investigation within 28 days.
- Children do not take part in a broad range of outdoor play experiences to support their learning and development in all areas.
- Staff do not consistently use assessments of children's learning to plan challenging activities that build on their skills.
- Staff have not fully developed strategies for engaging all parents in their child's learning.

## **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.

## **Inspection activities**

- The inspector observed children taking part in indoor and outside activities.
- Discussions were held with the manager and members of staff.
- The inspector sampled records including children's files, planning and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.

## **Inspector**

Rebecca Khabbazi

## **Full Report**

### **Information about the setting**

Cruwys Cherubs Nursery is a privately owned nursery that registered at the current premises in 2011. The nursery operates from Whyteleafe Football Club in Whyteleafe, Surrey. Children have access to two main rooms and an outdoor play area.

The nursery is registered on the Early Years Register. It is open each weekday from 9am until 12pm and from 12.30pm until 3.30pm, during term time only. There is a lunch club from 12pm until 1pm. Children can attend for a morning or afternoon session, the whole day, or flexible hours. The nursery cares for children aged from two to five years and there are currently 75 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery receives funding for the provision of free early education to children aged two, three and four years.

There are 15 members of staff who work at the nursery including the manager. Of these, two members of staff are qualified teachers and nine others also hold relevant early years qualifications at level 2 and above. There are two members of staff who are currently working towards qualifications.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that complaints are investigated and complainants are notified of the outcome of the investigation within 28 days of having received the complaint.

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

- improve planning for outside play so that children take part in a wide range of stimulating outdoor activities across all areas of learning
- make sure that observations of children are consistently used to identify precise next steps for their individual learning and use these to plan challenging activities that build on their skills
- engage parents further in their child's learning by making sure they are up to date with their child's individual next steps, and by providing ideas of how they can continue their child's learning at home.

**Inspection judgements**

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

Staff gather detailed information about each child's background, needs and starting points before they begin nursery. For instance, they ask parents to complete 'all about my child' forms. This helps to ensure staff are familiar with children's individual needs and get to know them well. Children take part in a suitable variety of activities and experiences to support their learning and development and the session is well balanced. Children enjoy self-initiated play as well as planned adult-led sessions and they spend time in small and large group activities. Staff make regular observations of children's achievements but assessments are not always detailed and precise. For instance, staff do not always identify clear individual next steps for all children. As a result, the activities staff plan do not always challenge children and build on their skills. Staff generally talk to parents to keep them informed on a day-to-day basis. However, they are not always able to keep parents fully up to date with their child's individual next steps or how they can support these at home.

Children learn a range of useful skills and attitudes that help prepare them well for school. They benefit from small group activities where they learn to listen attentively, follow instructions and begin to write their names. Staff support children's communication and language development successfully when they talk to them. They encourage them to share their ideas and ask questions as they play. They include children who speak English

as an additional language appropriately by finding out key words that they use at home. Staff promote children's interest in books well, providing a quiet library area where children choose books independently and share them with their friends. Staff provide opportunities for children to practise writing at the table and children go and choose their own paper and pens from the trolley. Staff make use of every day activities such as circle time to support children's understanding of number. They encourage children to work out what the date is today and count how many children are here. Children find out about the world around them through topics such as 'growing' or an outing to a local church. Children use their imagination when they engage in make-believe play, driving an ice-cream van or setting up the chairs in the library to read a story to the dolls. They take part in a singing session enthusiastically, moving their bodies to the actions and remembering the familiar words. They enjoy being part of a marching band, banging and shaking their instruments to the beat.

Children play outside every day, but staff do not plan activities for outdoor play to ensure that children take part in experiences across all areas of learning. At the moment, outdoor experiences tend to mostly focus on developing children's physical skills. For instance, children do not have a wide variety of opportunities to explore, build, construct, draw and write and role play on a large scale in an outdoor environment.

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

Children are confident and settled in the nursery. They have good relationships with staff and play happily with their friends. Staff are kind and caring in their approach, which effectively supports children's emotional and physical wellbeing. Children quickly become familiar with the routines and expectations of the nursery. They find their name when they arrive and go to wash their hands before snack time. Staff are consistent and respond promptly to help children resolve any disputes, which helps children behave well.

Staff are vigilant about supervising children closely at all times, making sure that enough staff are outside as well as indoors to keep children safe. They conduct daily checks of the premises to make sure all areas are safe. Staff organise resources effectively in the hall so that children can easily select a variety of toys and play materials for themselves. As a result, children grow in confidence and independence as they choose a box of toys and help tidy it away afterwards. Children develop a good understanding of risks and how to keep themselves safe when staff talk to them about why they must not run inside or remind them about road safety before an outing. They take part in regular fire drills so that everyone knows what to do in an emergency.

Staff effectively promote children's good health. Children learn to manage their own personal needs when they wash their hands before they eat and understand they need to do this because of germs. They enjoy some carrot sticks or fruit at snack time. Children play outside every day, as part of a healthy lifestyle. They enjoy practising their physical skills as they pedal bicycles, ride scooters or play a ball game.

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

This inspection was brought forward because Ofsted received concerns about how staff managed a recent incident involving a child. The inspection found that staff at the nursery follow appropriate procedures for responding to accidents and incidents overall, such as keeping required records. However, they do not always manage complaints from parents appropriately. This is because the provider does not always advise complainants of the outcome of an investigation within 28 days. This is a breach of a safeguarding and welfare requirement of the Early Years Foundation Stage, though the impact on children is low. Concerns were also raised about the range of activities provided for children and how staff manage children's behaviour. The inspection found that the nursery meets the requirements in both these areas.

Children's welfare is safeguarded appropriately overall. Robust recruitment procedures help to ensure that staff are suitably vetted and qualified to work with children. Key staff attend relevant child protection training. This ensures that they understand their responsibilities towards the children in the nursery and the need to provide a safe environment. The staff team is well established and staff work well together, sharing tasks and responsibilities through the day. The manager monitors staff performance through supervision and appraisals and staff have access to local training courses. This helps ensure that staff keep up to date with changes and show a satisfactory understanding of the learning and development requirements.

The manager is working to continually develop the quality of the provision in the nursery. She reflects on the provision and takes steps to make improvements. For instance, since the last inspection staff have reorganised some resources to improve children's access to them. This has increased children's choice and independence in the nursery. Staff work closely with parents and any other professionals involved with children. They make adaptations where needed to meet any additional needs and ensure children experience a consistent approach in their care. Parents have access to a range of policies and procedures and are kept informed through newsletters and information put up on the notice boards. Parents speak highly of the nursery and feel that their children are safe and well cared for. They praise the dedication of the manager and staff team and are happy with day-to-day communication.

## 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>	EY425885
<b>Local authority</b>	Surrey
<b>Inspection number</b>	911049
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Jean Ann Cruwys
<b>Date of previous inspection</b>	14/09/2011
<b>Telephone number</b>	01883 623 101

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto: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, 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.

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

