

Cherub Nurseries & Pre-Schools Ltd

Woodmansey Mile, Beverley, HU17 8FF

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| Inspection date | 20/06/2013 |
| Previous inspection date | 21/02/2011 |

| 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 are safeguarded well with very good safety and security measures in place.
- Children are very happy, settle well and feel safe and enjoy attending the setting.
- Partnerships with parents are very good. Staff work closely with parents to ensure children's individual care routines and interests are well met.
- Children access a wide range of exciting and stimulating activities and resources and have daily access to outdoor play areas.
- Positive behaviour is encouraged and children understand routines that are in place. This helps to promote good behaviour as children behave well, share, take turns and are considerate to others.

It is not yet outstanding because

- Creative displays do not always show children's own ideas or give them the opportunity to create displays that capture their own representations.
- Opportunities to allow children to pour their own drinks and prepare and serve their own food are missed. This means physical self care development routines are compromised.

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, interacted and talked with children during the inspection.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.
- The inspector discussed learning and development, observation and assessment with practitioners and looked at children's individual files.
- The inspector observed sleep, snack and lunchtime routines.
- The inspector sampled documentation, checked suitability of staff and the qualifications of staff working with children.

Inspector

Caroline Basham

Full Report

Information about the setting

Cherub nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the southern outskirts of the town of Beverley and is a private limited company with two other nurseries in the area. There is a manager employed to oversee each nursery. The nursery serves the local area and is accessible to all children. It operates from purpose-built premises and there is a covered external play area and a fully enclosed grassed area available for outdoor play. The nursery employs 19 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 133 children attending who are in the early year's age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- teach children skills to use tools effectively and safely and give them opportunities to practice this. For example, encourage and support children to cut out their own pictures to make displays more child initiated and individual

- enhance opportunities for children to prepare and serve their own meals and pour their own drinks to extend and develop physical skills.

Inspection judgements

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

Children are happy, feel safe and show great enthusiasm as they play. They are supported by staff who understand how children learn and develop and use their knowledge effectively to enhance learning. Children's individual likes and interests are captured and developed through a balance of child-initiated and adult-led experiences both inside and outside. Children use chalks and pencils to draw and make marks whilst playing outdoors. This enhances their literacy skills as they begin to make recognisable marks and talk about their writing.

Teaching techniques are good because staff interact effectively, use appropriate language and are committed to enhancing children's learning through play. They know children well and use this knowledge to plan appropriate, interesting and fun activities for all children. Children's interests are met through adult-led and child initiated activities well. A group of children who share an interest in super-heroes dress up and delight in dancing and moving around the carpet to the 'superman song' within the pre-school room. Practitioners support children effectively with the acquisition of language and communication. Basic numbers and words are displayed in Spanish to help support children with English as an additional language.

Planning and monitoring is effective across the seven areas of learning and offers interesting and challenging experiences whilst meeting the needs of all children. This is because observations are made which have a clear focus and lead practitioners onto making appropriate next steps to enhance learning. Practitioners work closely with parents sharing information about individual children's needs and interests and use this information effectively. Practitioners are able to demonstrate that all children are progressing well towards the early learning goals, which in turn is preparing them well for their next transition to school.

The very well-resourced learning environment helps to support and extend children's learning across all areas. Children access books independently for themselves and happily listen to and join in with group story time. They take turns to contribute to stories and are able to predict what happens next and make the noises of jungle animals as the story unfolds. Such group activities help to develop individual's confidence and social skills and enables children to feel valued. Children spend time being creative and concentrate as they paint a jungle animal mask and talk about the different animals they might see in the jungle. Very young children are supported as they make collage pictures and explore different textures using a range of resources. They carefully spread the glue onto their picture showing independence and good physical skills. Children's creative activities are attractively displayed although these do not all show examples of children's own skills. For example, adults cut out children's creative work when children could be supported to do this for themselves. This would further enhance physical skills and development.

Partnerships with parents are very good and parents' comment on how effective and well the nursery meets each child's individual needs. New children are welcomed and supported as they are offered trial visits prior to starting the nursery. Staff spend time with parents and complete 'All about me' information documents to help ensure smooth settling in periods for all ages of children.

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

The effective key-person system enables secure bonds to be established quickly and children settle well. Interaction between practitioners and all children is strong and close secure emotional attachments are formed within all age groups. The key person system supports families well and staff know their individual key children and their care routines, dietary requirements, likes and dislikes. Babies settle well because staff know their individual needs and routines and are cared for extremely well.

Staff are friendly and caring and are effective role models to the children within their care. They reinforce and praise good manners and behaviour as they teach children to have a good understanding of right from wrong. This is due to all staff having a consistent approach as they teach rules and boundaries that children can understand and relate to. For example, a child is reminded why it is important not to climb on the chairs and is given a clear explanation why this is not acceptable. Children have access to the large outdoor play area and an all-weather covered area. This helps to ensure they access fresh air regularly throughout the day and keep healthy and active. Physical skills are further enhanced as children balance on walking blocks, jump, pedal and push a variety of bikes and equipment.

Children demonstrate a good understanding of personal hygiene routines and know when to wash their hands. Older children have access to hand gel and talk about how important it is to keep clean and use the gel before they have a drink from the water dispenser. They know where to put their used cups and sit patiently as they brush their teeth as a circle group activity. This enhances their good health. Children are supported well as they make transitions from one room to another as they get older. They are introduced gradually into the next age group and accompanied with their keyworker to ensure visits are happy and successful. Continuity of care is well managed and very effective for all children to ensure their learning and developmental needs are very well met.

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

Children are safeguarded well whilst attending the setting. Practitioners clearly understand the importance of keeping children safe and know how to recognise signs and symptoms of possible harm. All staff, including relief agency staff are given a comprehensive induction prior to working with children. This ensures all staff know how the nursery operates and what is expected of them. This enables staff to settle quickly and get to know staff and children within each room. The nursery works closely with parents and relevant agencies to protect children very effectively. Vigorous vetting procedures ensure that all practitioners working with children are suitable to do so and policies are in place to ensure this. Annual staff progress reviews are used to assess practitioner's on-going suitability and identify training needs. Secure procedures for arrival and departure are in place with a fingerprint access entry system, intercom and web-cam facilities which further enhance children's safety. Effective risk assessments for all areas are completed and include the outdoor play area, trips and outings to ensure any potential risks to children are minimised.

All children and their families are warmly welcomed and valued. Children are happy and confident and make good attachments with staff. Children and families with English as an additional language are supported effectively and the nursery welcomes children with additional learning needs. Children with allergies are well cared for and all practitioners are made aware of this through the sharing of individual child risk assessments. Planning and assessment are monitored regularly to ensure they are consistent and precise and display an accurate picture of all children's skills. Educational programmes are regularly monitored

to ensure a wide range of experiences are available to enhance children's learning and meet individual's needs effectively. This helps children to make good progress in all areas of learning.

Self-evaluation processes are used and the thoughts and opinions of staff, children and parents are sought through discussion, meetings and questionnaires. The information gathered is much valued and used to make changes to enhance the provision further.

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 |
|---------|--------------|---|
| 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

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| Unique reference number | EY276275 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 923957 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 72 |
| Number of children on roll | 133 |
| Name of provider | Cherub Nurseries & Pre-Schools Limited |
| Date of previous inspection | 21/02/2011 |
| Telephone number | 01482 860289 |

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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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