

Little Cherubs Day Nursery

Little Cherubs, 28 Poulton Road, WALLASEY, Merseyside, CH44 9DQ

Inspection date

01/07/2013

Previous inspection date

20/12/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- The key person system effectively contributes to children feeling safe and confident. Partnerships with parents are strong, which ensures that children receive relevant support and consistency in their learning and development.
- Children enjoy a wide range of planned activities and opportunities for learning from the continuous play provision. As a result, they become enthusiastic, independent learners.
- Staff demonstrate a good knowledge of the Early Years Foundation Stage and this is used well to ensure that children make good progress in their learning and development.
- Staff have effective opportunities for their professional development by attending training which positively impacts on continuing to improve the quality of the provision

It is not yet outstanding because

- Sometimes staff complete tasks for children instead of letting them 'have a go' themselves to learn from practising and using their problem solving skills.
- There is scope to improve adult-led activities to engage children's attention, with particular reference to the group story telling session.

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 activities in the designated indoor and outdoor play areas and viewed the resources and equipment available to the children.
- The inspector held meetings with the provider and two managers, talked to staff and carried out a joint observation with a manager.
- The inspector looked at children's records and a sample of the required documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jean Thomas

Full Report

Information about the setting

Little Cherubs Day Nursery was registered in 2005 and registered again in 2009 as a limited company on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted shop accommodation in Wallasey, Wirral. The nursery is managed by a limited company. The nursery is accessible to all children. It operates from three designated playrooms and there is an enclosed area for outdoor play.

The nursery employs 10 members of child care staff. All hold appropriate early years qualifications; one at level two and nine at level three. One member of staff holds the Early Years Professional Status. The nursery opens Monday to Friday, all year round from 8am until 6pm. There are currently 44 children attending in the Early Years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- help children, as needed, to complete tasks themselves to develop their skills and to extend their learning
- review the adult-led activities to make sure they engage children's interest and attention, with particular reference to the group story telling session.

Inspection judgements

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

Staff use their knowledge of the Early Years Foundation Stage and child development to effectively support children's good progress in their learning and development. Staff have a good understanding of how children learn. They follow children's interest, respond to spontaneous situations and present children with challenges. As a result, from an early age children show deepening levels of concentration as they pursue play which holds their attention. This is a characteristic of effective learning. The key persons know their individual children very well. The partnership working with parents begins when children start and continues throughout their nursery experience. Key persons use information from parents and their own observations to plan for individual children's progression. Staff use the guidance document, Development matters in the Early Years Foundation Stage and the local authority's monitoring system to help identify and prioritise individual children's next steps planning. The sharing of the children's learning records and

discussions with key persons provides parents with information to guide children's learning at home. Staff work in partnership with external agencies to make sure they plan and provide the necessary support to meet individual children's specific needs. Key persons complete the required progress check at age two. This helps to support children's progress or identify if there are any concerns so that further support can be put in place.

The playrooms offer children the continuous provision of a wide range of resources to motivate their interest to play and learn. From a young age, children confidently make their own choices in play. For example, in the baby room, babies play with the home corner resources as their pretend play is emerging. They dress up, wear hats, care for the dolls and use utensils to make pretend meals. They enjoy looking at themselves in the low level mirrors wearing the different outfits. Staff talk to the children about what they can see to support their developing their self-awareness and self-confidence. The babies explore musical instruments enjoying the different sounds they make. In response to this, staff attach the bells to the children's legs and they laugh at the sounds they make as they move around. There is a sense of fun and staff play with children to encourage them to explore and discover new things. However, on occasion staff complete tasks for children instead of enhancing opportunities for children to learn through using their problem solving skills and learning from things going wrong. Staff value outdoor learning and recognise that for some children this is the preferred learning environment. Key persons plan activities and resources outside to support specific areas of development. For example, paint brushes and rollers to encourages children to practise early writing skills. Outside, children build using different sized wood shapes. Staff ask questions as children play to prompt them to count and consider shape and size. Staff make good use of the facilities within the local community to broaden children's experiences. For example, they take magnifying glasses to closely explore the wild life in the local park. In response to children's interest current planning is based on an animal theme. The children have visited the local pet shop and a hedgehog rescue unit brought animals to the nursery for the children to handle. These first-hand experiences effectively promote children's learning about the natural world.

Staff effectively support children's language development through their interaction with children and planning. They value children's ideas, which motivates children to talk and think further. Staff speak clearly to children for them to hear the correct pronunciation of words. They respond positively to babies babble and children's conversation and questioning. Comfortable book areas are organised in each playroom to promote children's enjoyment of books and reading. Children look at books independently and staff respond to their request to read to them. However, the group story telling session did not hold the attention of all children and the disruptions affected the flow and enjoyment of the story. Overall, children are well-prepared for the next steps in their education through their experiences in the nursery.

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

Staff are caring and supportive, which contributes to children feeling safe and secure and forming trusting relationships. The settling-in procedure significantly impacts on the successful relationship building with children, key person and parents. Key persons use the information gathered from parents about children's routines and interests to plan when they start. As a result, regardless of the age when they first start attending nursery, children are content, happy and confidently separate from their parents. Key persons make individual photograph books of the important people in children's life. These are positioned at a low level in the playroom for children to freely access. They further promote children's self-awareness and self-confidence and offer comfort if needed. Children are supported when they change playrooms as they progress through the nursery. These moves are sensitively handled to help prepare children for this change. Parents are involved in the decision making of the appropriate timing for this transition to take place. The ongoing exchange of information between parents and key persons gives plenty of opportunities to let any concerns a children may be feeling, known. Any anxieties may then be allayed by the key person. Staff plan activities and provide resources to help prepare children for school. This involves visits being made to the nursery by school teachers. Staff ensure that programmes, such as those from the speech and language therapists, are incorporated into the play plans to support each child make the best progress they can.

Staff support children's developing social skills and are positive role models for children's behaviour. Through effective gentle reminders, consistent boundaries and clear explanations, staff reinforce behavioural expectations. Children participate in activities delivered by an outside agency, with nursery staff involvement, which promotes their understanding of cooperative play. As a result, children's behaviour is good. They enjoy the social aspect of their play as they make friends. During a game of skittles, children enthusiastically suggest 'let's do it together' as they re-position the knocked down skittles. From a young age, children develop a positive attitude in taking responsibility for their environment. For example, babies help to tidy away play materials and older children dispose of waste materials in the bin. Staff support children's understanding of personal safety. For example, when they are walking up and down the stairs to hold onto the bannister rail and to follow the road safety procedures on outings. Resources and planned activities help to nurture children's respect towards the diversity of the world in which we live and the needs of others. Activities include raising funds for a variety of charities.

Children learn about healthy lifestyles and have daily opportunities to benefit from fresh air and to be physically active. They follow their natural sleep pattern as an important part of their physical development. Staff help children to challenge themselves, such as, supporting them using the climbing wall, in order to develop their whole body co-ordination and balance. In each room there are facilities for children to rest and relax as they wish. From an early age, children are encouraged to independently attend to their self-care needs, such as, toileting, hand washing, dressing and serving their own food. Children benefit from a nutritionally balanced diet, with individual dietary requirements and preferences being catered for. Resources indoors and outside are accessible to children and support all areas of learning in the Early Years Foundation Stage. This promotes development of children's independence skills and enhances their opportunities to make choices about their play across the full range of areas of learning.

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

Children are safeguarded because staff have a good understanding of the signs and symptoms of abuse or neglect and the action they must take to ensure children are protected. The safeguarding policies and procedures include the action to be taken if an allegation is made against a member of staff, the use of cameras and mobile phones. The designated safeguarding officers have undertaken relevant training to offer leadership regarding child protection issues. Recruitment and selection procedures ensure that the adults employed are suitable to work with children. The induction procedure, monthly team meetings, supervision meetings and appraisals makes sure that staff have a clear understanding of their roles and responsibilities. Staff are effectively deployed to supervise children for their safety and welfare. Risk assessments are in place and staff carry out daily checks covering all areas of the nursery, so children can move safely and freely in their play. Documentation relating to the revised Statutory framework for the Early Years Foundation Stage is completed as required for children's welfare.

The provider, management team and staff demonstrates a strong commitment to improving the quality of the nursery provision. Staff have opportunities to continue their professional development which informs their practice. The actions and recommendation from the last inspection have been met to ensure children's safety and welfare and to promote their learning and development. Self-evaluation processes are in place to reflect on practice and to identify strengths of the provision and areas for improvement. Parents and children's views are sought as part of the self-evaluation process. The qualified early years professional and managers monitor the quality planning and provision and give support to staff.

Parents comment positively about the nursery and are pleased with the progress their children are making. They state that they know their children are happy and thoroughly enjoy their time in the nursery. Parents are provided with a wealth of information, including how staff implement the Early Years Foundation Stage to promote children's learning. Parents are invited to attend activities at the nursery, such as, sampling the children's menu. Paediatric first aid training is offered to parents. Partnerships with external agencies, other providers and schools are established and this promote continuity of care and learning for children. Overall, children are well-prepared for the next steps in their education through their experiences in the nursery.

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

Unique reference number	EY390853
Local authority	Wirral
Inspection number	923222
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	44
Name of provider	Little Cherubs Day Nursery (Wallasey) Ltd
Date of previous inspection	20/12/2012
Telephone number	01516394111

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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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