

Cheeky Cherubs Nursery

Bridge House, 162 West End Road, MORECAMBE, Lancashire, LA4 4EF

Inspection date

05/08/2013

Previous inspection date

07/12/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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

- The necessary staffing ratios are not met. This breach of legal requirements puts children at risk and impacts on all areas of care and learning.
- Staff practices for the safe administration of medications to children are inadequate and do not follow the settings own procedures. This is also a breach of requirements and puts children at significant risk of harm.
- There is no evidence that someone with a current first aid certificate is on the premises at all times when children are present.
- Staff practices do not fully safeguard children. Existing injuries are not always recorded even when information has been provided parents.
- Tracking of children's progress, through observation and assessment across all areas of learning, is not robust enough to ensure any gaps are identified in a timely manner.
- The management's monitoring of the setting is ineffective. Few areas of weakness detected at inspection have been identified in the nursery's own self-evaluation.

It has the following strengths

- Staff work closely with parents and get to know children well. This means children are secure and happy at the nursery.

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 toured the setting and observed activities indoors and outdoors.
- The inspector held meetings with the owner/manager of the provision, and with members of the staff team.
- The inspector sampled documents including children's development records, policies and procedures.
- The inspector observed the resources and equipment on offer and how they are organised to support children's learning and play.

Inspector

Linda Shore

Full Report

Information about the setting

The Cheeky Cherubs nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in adapted premises in the Morecombe area of Lancashire, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a main hall, a baby room, a soft play room and associated facilities and there is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one member of staff who holds a qualification at level 6. The nursery opens Monday to Friday all year round. Sessions are from 7.30 until 6pm. Children attend for a variety of sessions. There are currently 101 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children and supports children with special educational 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:

- ensure that the ratio requirements as set out in the Statutory framework for the Early Years Foundation Stage are met at all times
- ensure policies and procedures for the safe administration of medication to children are robust and rigorously adhered to. In particular, full details of medications must be recorded, written records must be kept of all doses administered, medicines must be administered at the time and frequency stated and inform the parents as soon as reasonably practicable
- ensure that at least one person who has a Local Authority approved, current first aid certificate is on the premises at all times when children are present
- ensure all staff know and implement all procedures to safeguard children. For example, record all pre-existing injuries to children on arrival
- monitor children's progress across all areas of learning in a way that supports early identification of any gaps in learning and act promptly to ensure all children make good progress.

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

- reflect on the setting's areas for development in a more robust way and monitor staff performance more thoroughly in order to identify weaknesses and drive improvement for all children.

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

The staff have a reasonable understanding of promoting children's development and they plan a variety of activities to support their learning. However, during the first hour of the day, the required staffing ratios are not always met. This means children do not have sufficient staff support to ensure their learning and development needs are met at all times during the day. Observations are done periodically, with adequate detail. However, observations in children's learning records do not cover all areas of learning and some records to track children's progress are not dated. Therefore, it is not possible to assess children's development levels accurately or plan meaningful next steps in learning. Assessment of children's progress at age two is completed, however, this too is unreliable due to infrequent assessment. This means staff cannot act in a timely manner to ensure

children make good progress in all areas. Children with special educational needs are monitored more closely and targeted learning plans are in place to ensure steady progression.

During planned group times, learning is more effectively promoted. For example, children enjoy the discussion and singing with the focussed attention of their key person. Children confidently sing solo, and then others sing along, joining in with familiar phrases. A song about nanny goats going to the fair leads to discussion about children's trips to the fair reinforcing their learning about the world they live in through links to their own experiences. Children who speak more than one language are well supported by staff who work with parents to ensure that they develop well in all. Visits from police officers and fire officers give children an exciting look at their local community. Children receive a special invitation to nursery for these events even if it is not a day they would normally attend. This makes children feel special and boost self-esteem.

Children have access to a variety of resources arranged in specific areas. The computer is popular and children gain skills for the future as they learn to operate technology. Staff support the understanding of mathematical concepts by introducing relevant vocabulary, like front, behind, over and under. Children choose to play with the salt dough and make sea creatures using cutters and freehand as staff discuss who has a fish tank at home. Children play outdoors daily, riding cars, climbing and running around. Their physical development is further developed the large soft play room. Babies enjoy messy play with shaving foam as they learn to use simple tools like brushes to make marks. Although children have access to resources and activities across all areas of learning, they are not adequately targeted to children's next steps. This does not suitably support children to gain the necessary skills for their transitions to school.

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

Children's health and safety are compromised because inadequate arrangements have been made in relation to medication and first aid. Children are at significant risk of harm when they require medication. Staff do not always record the correct name of the medication on forms, nor do they always administer medication when required. Records are not kept of all doses nor do parents receive clear information regarding if or when medication has been administered. In addition, secure steps have not been taken to ensure that at least one person who holds a current first aid certificate is on the premises at all times, including the first hour of the morning session. This impacts on children's health and safety, particularly if children become ill or have an accident during this time.

Nevertheless, some aspects of children's care are sound. Flexible settling-in sessions are offered to new children and they are assigned a key person. Parents are encouraged to provide basic information for their child, which informs key persons about their likes and dislikes, family and home life and some aspects of their development. Parents are confident to go to work leaving their children in the care of staff and are happy that staff get to know children well. Staff have warm and friendly relationships with children, they praise their good behaviour and encourage sharing and cooperation at group times. They take turns to choose songs and confidently sing solo in front of the group and this helps to

promote their confidence and self-esteem.

Staff remind children to play safely, for example, not to run indoors as they fall and hurt themselves or others. Children enjoy daily outdoor play for fresh air and exercise. The outdoor area is currently being developed further to improve access for babies. Children's health is promoted as children wash their hands at appropriate times and understand they need to wash the germs away and the nursery offers well-balanced, nutritious meals and provides fresh fruit for them to snack on.

Mealtimes are a familiar social routine and staff sit with children at each table and encourage conversation. Staff know the children well and use the knowledge of children's home life to engage their interests. For instance, staff discuss with children where mummy works, and can remind them of a recent family trip to the zoo. These familiar topics allow language to flourish. Children serve their own meals, return their plates to be cleaned and help wash down tables. This all helps them to develop a healthy lifestyle, along with the self-care, social and communication skills needed for their next phase of learning.

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

The inspection was prioritised after a concern was raised with Ofsted regarding adult to child ratios, the administration of medication at the setting and the keeping of accurate, required records. The inspection found a breach of legal requirements in relation to each of these aspects and, in addition, there is no evidence to confirm that at least one member of staff who holds a current first aid certificate is on the premises at all times. This means several legal requirements of the Early Years Foundation Stage and both parts of Childcare Register are not met and, consequently, children's safety and well-being is compromised.

The manager is aware of the ratio requirements in the Statutory framework for the Early Years Foundation Stage. However, these are not properly monitored and implemented and were not met on the days identified in the concern. On one day the records show only one member of staff, who does not hold a current first aid certificate, has signed in as being present. Although the manager says she was also present on this day, there is no evidence to support this. During the first hour of the morning, four members of staff were required to meet the statutory requirements in relation to adult to child ratios, at least one of whom must hold a current first aid certificate. As a result, the required staffing ratios are not met. This breach of requirements puts children at risk and impacts on all areas of their care and learning.

Generally, the environment where children play is safe. Staff complete a daily risk assessment of the premises, inside and in the garden, to ensure no hazards are present. Staff have completed safeguarding training and can explain the signs of abuse and neglect and they know who to contact should they have concerns about children's welfare. However, children are not fully safeguarded because injuries that occur when children are away from the setting are not always recorded, even when parents have provided an explanation. This does not comply with the nursery's own policies and procedures, or

Local Safeguarding Children Board guidance, and prevents staff from being able to accurately monitor children's safety and well-being.

Parents have regular discussions with their child's key person which inform them of children's progress and parents get information they can use to support development at home, such as behaviour management advice. Partnerships with outside agencies are in place and children with special educational needs and/or disabilities benefit from links with other professionals. For example, the SENCO works with the Local Authority inclusion teacher, physiotherapists and health visitors. Staff complete a report which summarises what children like and can do. This is used for transitions between rooms along with visits and a sensitive introduction to their new key person.

The planning and assessment of children's learning is not monitored effectively. Staff have inconsistent practice that has resulted in some children's progress not being tracked across all areas of learning to identify the areas where they may need more targeted support. The manager encourages staff to attend external training courses and staff are supported to further their professional qualifications. She implements staff appraisals, and recommends and supports additional training based on these. The manager assesses the areas of practice that require development as she works in the rooms and with practitioners. However, this assessment has not identified the weaknesses found during the inspection and so it is not an effective tool to drive improvement. This does not support children's learning and development and does not ensure they progress sufficiently well to be ready to move on to school.

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:

- keep records of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- keep records of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (voluntary part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first

aid qualification (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

Unique reference number	EY446167
Local authority	Lancashire
Inspection number	931010
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	73
Number of children on roll	101
Name of provider	Cheeky Cherub's Partnership
Date of previous inspection	07/12/2012
Telephone number	01524409409

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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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