

# Cheeky Cherubs Day Nursery

Alcombe Childrens Centre, Stephenson's Road, Minehead, TA24 5EB

## Inspection date

13/08/2013

Previous inspection date

09/04/2013

## 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

- Staff have a secure knowledge of how children learn. They plan a good range of activities which means children are making secure progress in their learning and development.
- Staff have a good partnership with parents and outside agencies to meet children's care and their learning needs.
- Children behave well and they have a good rapport with their friends and the staff.
- Staff know their children well, which enables them to meet their individual needs and routines. As a result, children are very confident and feel safe and secure.

### It is not yet outstanding because

- Resources are not always easily available to support children during role-play activities outside and as they explore and investigate.

## **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 the children in the playroom and the outside play areas.
- The inspector and manager undertook a joint observation in the playroom.
- The inspector talked with the manager and the staff during the inspection.
- The inspector reviewed a sample of children's assessment records, planning, documentation and some policies.

## **Inspector**

Sally Hall

## Full Report

### Information about the setting

Cheeky Cherubs Day Nursery re-registered in 2006 when it moved to its new premises within Alcombe Children's Centre, Minehead, Somerset. It is a privately owned nursery. There is a large main playroom for the two- to five-year-olds, with a baby area located at the end of the room. Both rooms have access to their own outside adjoining play area. The nursery has its own office and kitchen. They also access other facilities, such as adult toilets and a variety of family and training rooms within the children's centre. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 142 on roll in the early years age group. The nursery opens from 7.30am to 6pm, Monday to Friday all year round. In addition, there is a holiday club for older children at specific times of the year. There is an additional creche registration. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four-years-old. The nursery supports children with special educational needs and/or disabilities and children with English as an additional language. The owner/manager has a level 4 qualification in early years. The majority of staff hold relevant childcare qualifications. In addition there are support staff, including a cook and an administrator.

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

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

- provide resources that are easily accessible for children during outside play to support them as they explore and investigate.

## Inspection judgements

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

Children are very happy and secure. The staff know all the children well and work effectively as a team. The children have a key person to support them as they play. They plan effectively to support the children's individual interests and their next steps in their learning and development. This supports children to make secure progress in their learning and development. Observation and assessments are completed on the children in their Learning Journals, including photographs showing them at play. These records are shared with parents. This ensures that parents are well-informed of the progress their child is making and helps them to support their child's learning at home and with other settings their child attends. The children are very confident and keen to learn. They concentrate well at their chosen task, finishing it to their own satisfaction such as when drawing pictures.

Children are keen to share their home news and recall recent visits they have been on with the nursery, for example, a visit to the zoo. Children enjoy role play and are supported very well by staff as they play. For example, children have great fun playing with a large box and taking it in turns to hide in the box, making the sounds of the animals they saw at the zoo for the other children to guess. This play opportunity extends to the boys being dinosaurs and then using a piece of material to cover the front of the box and the children talking about light and darkness. Children happily welcome other children into their play taking it in turns to hide in the box. The staff are skilful in giving children the opportunity to use their own ideas and imaginations and asking good questions to extend children's thinking as they play. Younger children are supported well in their play to support their early learning, including through heuristic and sensory play. Their individual routines are known and staff respect parents wishes.

Children have free flow play to the outside play areas. They enjoy exploring and investigating. They have a builder's yard and allotments where they grow items. They comment on the caterpillars on the plants and the holes these make in the leaves. The staff talk with the children about how the caterpillar will change into a butterfly, supporting their understanding of nature. However, children do not always have access to resources, such as paper, crayons, and pencils to support their early writing skills as they play outside or magnifying glasses as they look for and talk about mini-beasts.

Children learn naturally as they play. They develop their early mathematical skills as they play during every day routines, such as at snack time. They count how many cups they need and how many are blue and how many are red, adding the numbers together. They learn problem solving by completing puzzles. Children enjoy stories and select books for the staff to read to them. The staff support their understanding of the sounds that letters make naturally as they play, and as they attempt to write their names on their work. Children enjoy action songs and are eager to ask for their favourites. They are very familiar with the routine for the day. They actively help to tidy-up time at meal times and know they must wait for their name to be called before going to wash their hands in readiness of snack time.

All families are warmly welcomed in to the nursery and children with special educational needs and/or disabilities and children who speak English as an additional language are supported very well. Staff know children's key words in their own language to support them. They use flash cards and a choosing board with the children. All the staff are able to use sign language with the children. This supports children to be well understood, particularly those children with limited or no language. Staff have good links with outside agencies to support children who need further support. These children have their own individual learning plan to support them to make progress and reach their full potential. They provide a fully inclusive provision for all children.

There are good systems in place for children when they first start at the nursery, with introductory sessions and time for the parents to meet their child's key person. This helps to ensure that the staff have all the required information to meet the child's individual needs and to support them to settle quickly, feel safe and secure. Children are equally well prepared when they move areas within the nursery to support them to get to know their

new key person and to make new friends. Children are learning the skills they need in readiness for starting school. For example, they learn to share, take turns and to be thoughtful and kind to each other as they play. The nursery has good links with all the local schools. The children have visits prior to starting school and teachers come in to meet the children in the nursery where they are confident and secure.

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

Children are supervised well at all times as staff are well deployed in all areas used by the children. They interact well with them as they play and also allow them the opportunity to make their own decisions about what to do and where to play. There are good systems in place to support consistency of care for the children, with the key person having regular discussions with parents. In addition, parents of the younger children receive daily diaries which inform parents of how their child has been, what they have eaten and how they have slept. Staff are vigilant in checking children every ten minutes when they are sleeping and making sure they have their own linen.

Children behave very well. They are familiar with the boundaries and know they must not run indoors. The staff are consistent with how they manage behaviour to support children to learn right from wrong. The children receive gentle reminders in a positive way as they play. For example, being reminded to use 'kind hands'. Children receive plenty of praise and encouragement to boost their self-esteem. They play well together in group games, sharing and taking turns. Younger children's emotional well-being is supported well to enable them to feel safe and secure. The staff provide a family environment for the younger children and operates a buddy key person system to support them to make secure attachments. Their individual needs are known and the staff support them to develop their mobility, for example, by putting toys at a short distance to encourage them to crawl. Staff encourage young children's developing language, for example, by repeating words.

Children's dietary needs are known and recorded. The children normally have nutritious meals cooked on the premises provided, but due to a recent fire they are bringing packed lunches. Meal times are very social occasions with the staff sitting with the children who remind them of good manners and social skills. The older children confidently pour their own drinks and know to eat their savoury items first. Children benefit from fresh air each day, playing in the outside play areas. They have a covered area to support them to be able to play out in all weathers and to shade them from the sun. They have ride-on-toys to support their physical development and learn to ride these safely so that they do not pose a risk to other children as they play. The children have an area laid out as a road to support their understanding of how to keep themselves safe when using the ride-on-toys and when out walking.

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

The leadership and management of the nursery are good. The staff are supported very well by the manager who has high expectations of them. They present as very positive role models to the children. The staff work very well as a team and are very committed to providing quality childcare. They plan to support children to have a broad range of play opportunities to promote their learning and development effectively. There are secure procedures for appointing new staff and good induction procedures to ensure all staff develop a secure understanding of what is expected of them and they are clear of the policies and the procedures they must follow. These include the nursery's 'Whistle Blowing' and 'Behaviour Management' Policies. There are secure systems in place to ensure that staff remain suitable to work with children. They have regular supervision and appraisals. These are used to monitor their performance and identify any training needs. Safeguarding children is given high priority. The staff are clear of the procedures to follow in the event of a child protection concern and know and understand the indicators that would cause them concern.

Children are supervised very well at all times. Risk assessments are completed and regularly reviewed. Children with specific needs have their own risk assessment to ensure that all the staff know how to keep them safe. Daily checks of all the areas used are completed prior to children's arrival to minimise any potential hazards to children as they play. Fire drills are regularly practised with the children. This has been very effective in ensuring that the staff and the children are clear of what to do in the event of an emergency. This procedure was effectively put in to practice when there was a recent fire, resulting in all the equipment being damaged. Children were evacuated in a swift and speedy way, with all the staff being clear of their roles and responsibilities. As a result of the fire, the nursery has had to move temporarily to alternative rooms in the building while the nursery is being refurbished and new toys and resources are being purchased. This move has had minimal impact on the children's learning and development. This demonstrates how confident the children feel and the good rapport they have with the staff. The management, staff and parents have all worked together to provide resources which are safe and suitable for the children during this interim period.

The nursery has an effective partnership with parents keeping them very well-informed on a daily basis how their child has been and what they have been doing. Children's Learning Journals are shared with parents so they are well-informed of the progress their child is making. Parents are invited to parents' evenings, 'open days' and have regular newsletters. The nursery has good links with outside agencies and have regular meetings to provide a shared approach to children's learning and development. The nursery is constantly monitoring their provision through self-evaluation and during team meetings to share good practice, identify their strengths and areas for their own development. This positive process helps to enhance the learning environment and the outcomes for children.

### **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

<b>Unique reference number</b>	EY332508
<b>Local authority</b>	Somerset
<b>Inspection number</b>	932108
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	61
<b>Number of children on roll</b>	142
<b>Name of provider</b>	Joanne Buck
<b>Date of previous inspection</b>	09/04/2013
<b>Telephone number</b>	01643 700030

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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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