

Cherubs Day Nursery & Pre-School

Executive House, St. Albans Road, Bulwell, NOTTINGHAM, Nottinghamshire, NG6 9FT

Inspection date	22/08/2013
Previous inspection date	23/04/2013

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

- The management team and staff show a strong commitment to continued improvement of the provision for all children. The manager has clear action plans in place and monitors staff performance and the quality of teaching effectively.
- Staff work together effectively and are deployed well to supervise and support the care and learning needs of all children. This means children make good progress towards the early learning goals.
- Additional support needs of children are identified quickly through effective partnership working with parents and professionals. This means that all children make good progress in their learning and development.

It is not yet outstanding because

- Routines at lunchtime, particularly in the baby room, do not always support children emotionally. There is also scope to enhance toddlers independence and self-help skills during routine activities.
- There is scope to enhance the use and understanding of mathematical language that describes the position, shape and the quantity of objects, during adult-led activities.

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 activities in the individual indoor areas, the outside play area and conducted a joint observation with the manager for this setting.
- The inspector spoke with a range of staff and held meetings with the managing director, manager from a linked setting and the manager for this setting.
- The inspector looked at relevant documents including a range of planning, observation and tracking records.
- The inspector observed and interacted with the children to gather their views.
- The inspector sampled relevant documentation including suitability checks, staff qualifications, accident and medication forms, complaints log and the online self-evaluation was discussed.
- The inspector also took account of the views of parents and carers spoken to during the inspection.

Inspector

Ann Hume

Full Report

Information about the setting

The Cherubs Day Nursery and Pre-School was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Bulwell area of Nottingham, close to the city hospital and on regular bus routes into Nottingham. It is managed by Childcare East Midlands. The nursery serves the local area and is accessible to all children. It operates from a single storey building and there are two fully enclosed areas available for outdoor play, one for children aged under two years and one for children aged over two years. It has an all-weather safety surface and veranda.

The nursery employs 25 members of childcare staff, 16 of whom are qualified at level 3 and three at level 2. One member of staff has Early Years Professional Status. The company employs ancillary staff to support the childcare staff and additional staff are used for the school runs and trips. The nursery opens Monday to Friday from 7.30am until 6pm. It closes for main bank holidays and one week at Christmas. Children attend for a variety of sessions. There are currently 50 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting is a member of the National Day Nurseries Association and receives support from the local authority.

What the setting needs to do to improve further

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

- ensure younger children's emotional needs are met during lunchtime and promote older children's independence further, for example, by allowing them to serve themselves and pour their own drinks at snack and meal times
- extend children's experiences by engaging them in a wider range of opportunities to promote their mathematical understanding, for example, by: promoting counting, space and measure during adult-led activities; ensuring displays around the setting support these concepts so that they interest children and stimulate them to learn.

Inspection judgements

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

Staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage and use their knowledge to plan an interesting range of activities that

children enjoy. Children's well-documented development files are well presented and demonstrate thorough and comprehensive records of children's progress. Progress is closely tracked, their interests are noted and next steps in learning identified, in order to close any gaps in children's development. As a result, children gain a good range of skills in order to support their readiness for school when the time comes. Children's assessments, including the 'progress check at age two', are regularly completed and accessible to their parents. This encourages parents to take an active part in their child's learning as they are encouraged to share and include experiences children have at home. However, these systems have only recently been introduced in the setting and more time to embed it into practice is required to be able to demonstrate the impact on children's learning.

There are strong relationships in place between parents and staff. Parents state that staff are immensely supportive and help them with advice and ideas to support their child's home learning. Children with special educational needs and/or disabilities make consistent progress from their starting points because they are supported well and enjoy good opportunities to play and learn independently and with other children. Staff use sign language throughout the setting and there are signs, symbols and pictures displayed throughout the setting to assist children's communication. The written word in a variety of languages support individual children. For example, there is a display in the pre-school room with pictures and words in Polish to support a child with dual language. Staff inform that they researched the Polish language on the internet and sought guidance from the parents to ensure their child's communication needs are well met. Staff engage effectively with other services and agencies to ensure children receive appropriate levels of support.

Children spend a lot of time in the outdoor environment where they have lots of opportunity for physical activity. There are a variety of resources and equipment to provide challenge and stimulate learning. Children engage well and staff are confident to stand back and allow children to develop play and learning for themselves. For example, children work cooperatively to place a large object into the back of a push along truck. They then find a rope to secure the object into the truck. They wrap the rope around the object and secure it to the truck. Staff do not intervene, even when the truck topples over and the children try to get it upright. Other children come to help and they manage to lift the truck and re-secure the object. The children show obvious delight and a sense of achievement in their efforts and a staff member offers praise and encouragement by way of reinforcing and valuing their efforts. This demonstrates skilled teaching strategies and enhances children's critical thinking and problem solving skills.

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

Good organisation of resources encourages children's independence as they are able to choose and select toys and equipment for themselves. There is free flow access for children to use the indoor and outdoor environment. All children are observed to have sun cream applied and encouraged to wear hats while outside. Staff reinforce the reasons why this is important as they do this, enhancing children's learning of how to remain safe in the sun. Risk assessments ensure any potential hazards are identified and minimised and children learn from staff's positive reinforcement of how to play safely. Children form

positive relationships with both adults and their peers. They work cooperatively and learn to take turns. The use of manners is promoted in the normal daily routines and children use please and thank you without prompt.

Meals are nutritious and well presented and together with children's regular access to exercise and outdoor play, promote a healthy lifestyle. Regular snacks and drinks throughout the day and careful attention to children's medical requirements ensure that their individual needs are met. However, lunchtime routines do not fully support babies emotional well-being when they sit for too long waiting for their lunch. In the toddler room children do not have the opportunity to further develop their independence. For example, staff pour drinks and serve food from a trolley, resulting in missed opportunities to promote children's self-help skills.

Children regularly go out on trips to other linked settings in the chain, to London and Skegness, as well as more local venues, to enhance their wider experiences of the world around them. These opportunities provide children with a broad spectrum of learning. For example, some children recently went to London for the day. They travelled by train and used the underground. Each child was given a camera and took their own photographs of the sights, including the changing of the guard. The photographs are used within the provision in memory books and for other children to be able to share the experience. Parents report that their children are fully supported through transitions both within the setting and externally with other providers. For example, one child confidently discusses that she is going to school soon with 10 of her friends. She names her class teacher and the school she will be attending. This prompts other children to share their experiences of starting school for the first time and is evidence that children are well prepared and ready for school.

Children's physical development is effectively promoted. They enjoy spending time outdoors and indoors and confidently tell staff where they prefer to play. Staff supervision is of a consistently high quality as staff are always there to support children and allow them to explore freely. This results in effective management of behaviour and children's behaviour is generally good. Staff consistently offer words of praise and encouragement for children's efforts and achievements, which helps to build their self-confidence and self-esteem.

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

The senior management team, the manager and staff are dedicated and enthusiastic, and have a positive attitude to improving the quality of care and education they provide for the children. Effective monitoring of planning and assessment, and generally, the quality of teaching, ensures that all children consistently make good progress given their starting points. Procedures for staff supervision, performance management, training and continuous professional development, are strong. This ensures that the staff group have a broad range of skills that are effectively used to support children in their learning and development. For example, seven staff recently completed a basic child development training course which included information on schemas, milestones and the effects of

nutrition on children's learning. It is planned for all staff to complete the training on a rolling programme.

Arrangements for safeguarding children within the setting are good. This is because staff are proactive in accessing regular safeguarding training and have good knowledge and understanding about how to keep children safe. The setting has a very good capacity to develop and maintain improvement because the manager and staff are proactive to change and are reflective in their practice. For instance, since the last inspection the baby room has been totally changed around and resources have been reduced to give mobile children more space to develop their physical skills. This has had a positive impact on the progress children make. Self-evaluation is clear and comprehensive and gives a good overview of the provision. It is evident that the setting is aspiring to be outstanding and has high expectations for themselves and the children for whom they care. Staff use self-evaluation to identify the settings strengths, areas for development and set targets for improvement that will support and enhance children's learning and development.

Parents share very positive views on the provision and identify how they are actively included in planning for their child's learning. Staff are aware of the importance of linking with other early years providers to ensure a cohesive approach to each child's care and learning. Children have the opportunity to thrive in this stimulating and learning enriched environment. They clearly enjoy their experiences and time spent at the setting with staff who support and help them to become independent learners and to be ready for school.

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

Unique reference number	254602
Local authority	Nottingham City
Inspection number	928394
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	50
Name of provider	Gloss Calm Properties Ltd
Date of previous inspection	23/04/2013
Telephone number	0115 9795975

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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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Piccadilly Gate
Store St
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M1 2WD

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