

Little Cherubs

60 Station Road, West Byfleet, Surrey, KT14 6DX

Inspection date

05/09/2013

Previous inspection date

02/10/2008

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 support children's personal and emotional development well, enabling them to feel very safe and secure and promoting strong, trusting relationships.
- Staff engage with children in a positive way, promoting their developing communication and language skills through discussion, asking questions and providing a running commentary for young children.
- The baby room offers young children a delightful learning environment with good use of a variety of resources and cosy areas to investigate and explore.
- The nursery is led by an effective manager who recognises the importance of self-evaluation to drive improvement and the need to take into account the views of others.

It is not yet outstanding because

- Staff do not use all opportunities for children to be independent, for example at mealtimes.
- Staff have not considered how they can create interesting and cosy areas in the toddler room to provide a sense of continuity with the baby room and build further on the experiences young children have had in that room.

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 and the interaction of children and staff in the indoor and outdoor learning environments.
- The inspector spoke with the registered provider, nursery manager, staff and children.
- The inspector conducted a joint inspection with the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector checked evidence of staff suitability and other documentation.

Inspector

Debbie Newbury

Full Report

Information about the setting

Little Cherubs Day Nursery is a privately owned setting, which registered in 2000. It operates from a converted chapel building in a residential area of West Byfleet in Surrey. Children are grouped in four base rooms, one of which is on the first floor and is accessible by stairs. There is no lift access. There is a small enclosed outside play area that is shared by all children. Staff also take children to the local park, the canal to feed the ducks and to the local library for story time. The nursery serves the local community and surrounding areas.

The nursery is registered on the Early Years Register and welcomes children from three months of age to the end of the Early Years Foundation Stage. It opens each weekday from 7am to 6pm for 51 weeks of the year, closing only for Christmas and Bank Holidays. Children may attend for a variety of sessions. There are currently 43 children on roll, whose ages range from six months to four years. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 11 members of staff who work at the nursery. Of these, nine hold appropriate early years qualifications. One member of staff holds a degree in Early Years and Education and the manager is studying for the Early Years Foundation degree. There are two members of staff who are currently on maternity leave.

What the setting needs to do to improve further

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

- enhance opportunities for children to build on their independence and self-help skills by serving themselves at mealtimes and pouring their own drinks
- enhance the presentation of the toddler room by providing inviting, cosy areas for young children to investigate and explore.

Inspection judgements

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

All children are making good overall progress in their learning with the help of staff who engage with them positively. Staff use children's involvement in different activities, both

adult planned and child initiated, to promote their learning. Consequently, children are acquiring many good skills to support the next steps in their learning. The nursery's key person system gives individual staff members responsibility for getting to know children well and monitoring their achievements. Use of observational assessment and planning is effective, including the progress check for children aged between two and three years of age.

Staff in the baby room have, in particular, made a huge effort to create a very stimulating and appealing learning environment. Babies have a really exciting range of resources and materials to arouse their curiosity and encourage them to explore using their senses and investigate movement. For instance, there is a black, red and white zone in one corner of the room and a pastel zone in another, which act as interesting, cosy areas. Baskets of natural resources and everyday household and home-made items supplement toys to encourage babies to actively investigate through play. However, this attention to detail is not so evident in the toddler room. Staff have not considered how they can create interesting and cosy areas to provide a sense of continuity with the baby room and build further on the experiences young children have had in that room.

All staff support children's developing communication and language skills well. They spend a lot of time conversing with children and encouraging them to express their thoughts and ideas. Staff caring for younger children acknowledge their efforts to communicate. They talk about what is happening and what they are going to do, helping children to make links between words and actions.

All children have access to different mark making materials. Younger children use paint stampers, chalks and paint brushes with increasing control. Older children know where to find pens and pencils and some write their names using recognisable letters. They show interest in the alphabet keys on a computer key board and point out which letter their name begins with. Children enjoy looking at books, both independently and with their friends and listening to stories. Some children join in excitedly with familiar repeated phrases while others look closely at the pictures in the story books as staff read to them. These experiences promote children's early literacy skills.

Staff support children's developing mathematical skills. They encourage older children to count the number of objects they collect in a bag and to copy patterns using small bricks. Children have to match by colour and quantity. Older children investigate balance and control as they build with large blocks. Staff introduce comparative language as they suggest children consider whether they are taller than the tower they have created. Younger children persevere to try and thread wooden beads on to pieces of cord. Staff draw their attention to the big and little holes in the beads and suggest that they may find it easier to use the ones with the large holes.

Pre-school children demonstrate a good understanding of technology as they switch on the computer and confidently access and complete different games. Staff support younger children as they play with a toy crane, explaining how turning the handle will result in the bucket moving up and down. This encourages children to investigate cause and effect in a simple but satisfying way.

Children enjoy role play and using their imaginations. Older children dress up in Chinese outfits and look closely at menus featuring both Chinese characters and English words. A member of staff orders from the menu and children then 'cook' her meal in a wok. Younger children play with the toy kitchen. Staff extend their explorations and test their knowledge by asking questions about the different food items they have to see if they recognise and name these correctly. Children have opportunities to learn about their local community because staff take them out for walks to local shops, the library and the train station. They find out about the family backgrounds of others as staff celebrate festivals that are meaningful to other children attending the nursery.

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

Children are very happy and secure in this small friendly setting. They have good relationships with staff who are sensitive to children's feelings and follow their individual routines. All children enjoy cuddles and hugs. Staff provide reassurance to babies who are wary in the presence of adults they do not know. They talk to babies gently and rub their backs as babies snuggle in closely to them. Staff support younger children who are learning to take turns and share. This helps to promote their awareness of the need for cooperation and to respect the wishes of others. Older children demonstrate through their actions, that they understand this expectation, as they wait patiently to use the computer. All staff give children meaningful praise, promoting their self-esteem and confidence. Each child throughout the nursery has their own book of photographs of the special people in their lives. Staff use these to provide a link with home and to encourage speech and discussion. Parents are encouraged to continue to contribute to these books by providing new photographs to help keep the books interesting and up to date.

Staff promote children's sense of belonging by displaying their artwork and photographs showing them engaged in different activities. They organise rooms to be welcoming and arrange play materials so that children can independently access a good selection of items. This encourages children to make their own decisions about what they do. The nursery is aware of the limitations posed by the size of its outside area. The manager and staff are being proactive in finding ways to make the best possible use of this space and provide additional ways of supporting children's physical development. An external sports company comes in to work with children and staff take children out into the local community as much as possible. Children go for walks by the canal and visit local parks where they can explore the different equipment available.

Staff use opportunities and incidents that arise to reinforce children's understanding of how to keep themselves and others safe. For instance, they remind them of the need to use 'our walking feet' indoors because if they run and fall, they might hurt themselves. Staff notice when children then follow their requests and praise them for listening.

Children follow good hygiene practices and learn how to keep themselves healthy. They are becoming competent in fetching a tissue to wipe their noses and older children understand that they need to wash their hands before eating because of germs. Staff have explained to parents that they would like to support children over the age of two to

use an open beaker rather than one with a lid and how this contributes to healthy teeth. Children enjoy their food. This is prepared and delivered to the nursery by an outside catering company. Food meets children's individual dietary requirements and developmental stages.

Children benefit from many good opportunities to develop independence and self-help skills. Staff ask younger children if they can fetch a nappy from their special drawer and the manager has recently re-launched a no outdoor shoe policy throughout the nursery for everybody. In addition to helping to keep the indoor environment clean, this also provides an ideal opportunity for children to practise changing their shoes as part of their normal routine. This is a useful skill for when they start school and encourages children to develop control and coordination. However, staff do not fully promote children's independence at mealtimes, for example by enabling children to serve themselves or pour their drinks.

Staff initiate effective procedures to facilitate a smooth transfer for children when they first join the nursery and as they move between rooms and then on to school. Parents are encouraged to bring their children for settling-in visits and to complete 'all about me' forms. These help staff find out about the individual needs of children and assess their starting points. Children visit the room they will move into and there is an exchange of information between the old and new key person. As the nursery is small, all staff get to know all children and children have opportunities to mix with others of different ages as part of the nursery day. Staff find out which school children will be going to and they organise visits and prepare reports for teachers. Talking about and reading books about starting school help to prepare children for this next stage in their learning.

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

Little Cherubs is an effectively managed setting that fulfils the requirements of the Statutory Framework for the Early Years Foundation Stage in positive way. The nursery manager has a secure understanding of her role and responsibility and she provides good support and direction for her staff team. Staff describe the manager as approachable and visible within the nursery and she feels that the staff are strength of the provision. On the day of the inspection, for example, some senior staff were not present but this did not impact adversely on the day-to-day running and organisation of the nursery. Children were well supported and staff deployment was good. Required documentation is in place and detailed policies and procedures underpin practice.

The manager is working hard to address areas identified for improvement through self-evaluation and reflection. She encourages staff and parents to share their views through discussion and the completion of questionnaires. The manager addresses any issues parents raise by providing reasons and explanations. This sharing of information and transparency helps to strengthen further links between the nursery and parents. The need to continue developing the outside space is fully recognised. Action plans, with time-scales for completion of work, are in place. These detail the intended arrangements for further enhancing this area of the nursery provision to create a fully interesting learning

environment.

Both the manager and her staff team have a good understanding of safeguarding. Everyone completes training and they can easily access detailed information about the procedure they should follow if they have any concerns about a child's welfare. There are effective measures in place to help promote children's safety and security. Staff complete risk assessments and daily checks of the premises and they plan any outings children go on. The nursery premises are secure and there is a biometric fingerprint entry system in place to further promote children's safety.

There are robust recruitment and vetting procedures in place and systems to help assess the continued suitability of staff. New staff members have an induction to help them understand their role. This includes learning about the nursery's policies and procedures and discussions about safeguarding. Supervision sessions, completion of appraisals and conducting room observations enables the manager to monitor staff performance and organise effective staff deployment. Staff state that they feel the manager is supportive and that they are encouraged to develop their skills by attending training courses. This promotes continuous professional development for individual staff members. It also means that the nursery is able to continue to develop its practice in a positive and meaningful way, which benefits the children who attend.

Parents are well informed about the nursery and their child's learning. The display of relevant information, such as planning documents and details about the progress check for two- and three-year-olds, as well as newsletters and a daily exchange of information assist with this. Parents are invited to parents' evenings to discuss their child's progress and they are welcome to take their child's development records home to read at their leisure. Parents are positive about the nursery. They like its small size and feel that it is well managed. One parent commented 'staff are really helpful and friendly; they supported my child when they were settling in and were very patient.' Another noted 'my child's speech has improved. They are talking well now and show more of an interest in books.'

There are currently no children attending the nursery who attend other early years settings or who receive support from outside agencies. This has happened in the past and there is a clear understanding of the importance of partnership working in such instances in order to best meet the needs of children.

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	120100
Local authority	Surrey
Inspection number	908344
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	43
Name of provider	Little Cherubs Nursery
Date of previous inspection	02/10/2008
Telephone number	01932 348348

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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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