

# Cherub Nursery

483 Leads Road, Sutton-on-Hull, HULL, HU7 4XT

<b>Inspection date</b>	09/10/2013
Previous inspection date	10/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are confident and happy in the provision. They relate very well to the staff and develop social skills as they learn to engage and play cooperatively.
- Individual children's needs are met. The nursery works in partnership with other professionals involved with the children, for the benefit of each child's welfare, learning and development.
- Secure attachments are forged between children and their key person. This supports children to increase their confidence and self-esteem.
- Positive relationships with parents are developed through frequent communication. Information is gathered and exchanged for the benefit of each child's continual care, learning and development.

### It is not yet good because

- The assessments of the older children's learning are not effectively used to inform planning to progress children's learning at a good pace.
- The quality of the teaching and learning experiences for children are not always consistent in all areas of the nursery to maximise children's learning.
- Staff do not fully support the older children to value and respect resources and toys.
- Systems to reflect on and evaluate the nursery provision are not fully in place to drive improvement and ensure that all children make good progress in their learning.

## 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 playrooms and outside areas used by the children. A tour of the premises was completed.
- The inspector held meetings with the deputy manager and talked with children and staff, including key persons at appropriate times throughout the inspection.  
The inspector looked at relevant documentation, which included evidence of the staff's suitability checks, the self-assessment folder, children's observation, assessment and planning records. Also a representation of the nursery's policies and procedures, and other documentation.
- The inspector took into account of the views of parents and carers spoken to on the day and information from the parent questionnaires.

## Inspector

Carol-Anne Shaw

## **Full Report**

### **Information about the setting**

The Cherub Nursery was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a two-storey detached building in Sutton-on-Hull and there is an enclosed area available for outdoor play. The nursery is owned and managed by Cherub Nurseries and Pre-School Childcare Limited. It serves the local area and is accessible to all children who can attend for a variety of sessions.

The nursery employs 22 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3. A full-time cook is also employed. The nursery opens Monday to Friday all year round from 7am until 6.30pm. There are currently 93 children attending who are all in the early years age group. The nursery provides funded early education for 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.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the delivery of the educational programmes for the older children by following planning that makes good use of the available observations and assessments of children's learning, ensuring that the planning takes into account the individual next steps of learning to maximise learning.

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

- shape teaching and learning experiences for the new staff by; widening reflection and monitoring of children's progress across all seven areas of learning and development and increasing the emphasis of adult interaction given to support children's spontaneous play and chosen activities throughout the day
- ensure that older children learn to respect and value toys and resources. For example, when outside putting the balls back in a box so they are available for other children when they have finished playing
- lead and encourage a culture of ongoing reflective practice to continue to identify the nursery's priorities for development that will improve the quality of provision for all children.

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

Staff promote children's learning and development, so that children make satisfactory progress. They are aware of children's starting points and capabilities, taking into account the length of time children have been at the nursery and how often they attend. Staff make suitable use of ongoing, observational assessment. However, they do not make full use of information gained to plan for children's individual next steps in their learning. Staff revise the resources and activities each week to ensure children's changing interests are followed. The recording of children's learning is of variable quality in some rooms and coaching has been put in place that ensures that children's learning is progressing at a suitable pace. Development information is prepared, including observations, assessments and next steps for learning. These support the completion of the 'progress check at age two' for parents to share with the health visitor.

The quality of teaching and learning is overall satisfactory and in some areas good. The educational programmes for all areas of learning help children to reach and sometimes exceed the expected levels of development. Babies and toddlers achieve good personal,

social and emotional development. They enjoy the challenges to develop physically and receive plenty of stimulation from attentive staff to extend their communication and language skills. Where children are learning to speak English as an additional language, staff focus well on their communication and language skills so that they too, achieve and make ongoing progress. Older children gain an understanding in literacy and number, for example, recognising their names and using counting in in everyday play. They have opportunities to gain a suitable understanding of their environment and to express their ideas through a range of creative opportunities, linking to autumn and space, making the different planets for their display. Children concentrate and persevere as they enjoy their activities, including those that they develop for themselves and those led by adults. The staff take time to listen to their ideas and support them to develop their interests. As a result, they make generally good use of their imagination.

All children receive relevant support to develop the attitudes and the skills to learn. Children with any developmental delays are assessed and outside specialist support is used to ensure that they are using effective strategies to enable progress to be made at the child's level supported. Children with any special educational needs and/or disabilities are well integrated into the nursery. Staff in the baby room give young children the space and time to explore what they are interested in so that, when older, they concentrate and persevere in their learning. However, the assessed next steps of learning for pre-school children are not used to their full effect in the weekly planning to maximise children's learning. Children moving on to school build the required social and learning skills. Overall, the qualified staff have a generally good understanding of how to offer appropriate levels of challenge to take individual children forward in their learning. They use open questions to help children think in further depth. The over two-year-olds children's learning journal show children are making satisfactory progress with the younger children making good progress overall.

Staff know their key children well and use their interests to foster their learning and development. For example, the toddlers go out in the pram to see the spiders in the Halloween display in the local shop. Staff extend children's interest in story telling by varying opportunities for children to re-tell favourite stories using puppets. Young children eagerly join staff in singing songs about the spider and they enjoy music and join in by clapping and dancing. Older children enjoy singing and action songs. They experiment with water promoting children's awareness of quantity and numbers. The role-play area develops their imaginative skills as they pretend to bake and make cakes.

Information is shared with parents about their children's learning achievements and progress to enable them to be fully aware of what they can do at home to support their learning and development further. Children are developing the skills to support their next stage of learning.

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

The nursery's care practices and routines support children to feel emotionally secure and appropriately help children learn to be healthy. Staff consistently implement home routines for younger children, so that caring key persons, share information about children. They

gather clear information from parents about their child's needs. As a result, all babies and children form close bonds and secure emotional attachments to the caring staff. Children confidently seek staff out for reassurance when needed. They have a positive approach to new experiences, as well as the organised routines that builds children's confidence. Staffing levels allow staff time for interaction with the children and secure emotional attachments are in place. Children are confident and quickly settle to play.

Children respond well to the boundaries set for them. Very young children hear gentle reminders to say 'please' and 'thank you'. Older ones learn to share and take turns and their behaviour is satisfactory. The staff are now sharing consistent expectations and set a good example themselves as they tidy the nursery for lunch. Children willingly take on responsibility, for example, helping to set the tables. However, older children do not always value the available resources, for example, they are reluctant to tidy away resources and walk over dressing-up clothes and resources in the role-play area. Outside a range of used equipment is not replaced for the next child to use. The staff support children to become independent and achieve for themselves, for example, the older children freely access the bathroom, washing their hands. This supports children to gain independence skills.

Staff support and develop children's understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet well. For example, children name vegetables and fruits at snack and lunchtime. From a young age, children explore how to fasten clothing, recognise their belongings and how to put on their coats and shoes. As a result, older children achieve independence in hygiene and managing their personal care. Key persons prepare children for settling into the next age group in the nursery. Staff also appropriately support individuals to be ready for transfer to school.

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

Leadership and management of the nursery is satisfactory. The nominated person and the staff are committed and motivated to further develop the nursery, the revised management team have completed action plans that has lifted the quality of the nursery. There is a growing overview of the learning environment and the quality of teaching. Staff provide a satisfactory range of experiences to help children make progress in their learning and development. The basis of the teaching is adequate and in some respects good and the staff team have a secure understanding of each area of learning and how children learn through play. There has been a number of newly qualified staff employed. However, the monitoring of teaching for new staff is not fully effective to ensure that practice is consistent across the whole of the nursery to support children's progress. The deputy manager is currently monitoring the levels of planning and assessment in each room to ensure these are compatible, consistent and display an accurate understanding of all children's individual skills, abilities and progress. Staff work closely with individual children who have identified needs, such as special educational needs and/or disabilities or speaking English as an additional language, so that they make supportive interventions and any gaps in their learning are closing. There are satisfactory procedures in place to liaise with other settings that children currently attend, key persons make contact to share

information about children's learning. Staff recognise that partnerships make a contribution to meeting children's needs.

The deputy manager has spent time observing the nursery rooms, so that she is aware of how the staff work and from this has organised training for staff on the policies and procedures they must follow. As a result, there has been training for staff in safeguarding and observation, assessment and planning to improve the quality of children's learning. A formal staff supervision has been put in place to support each staff member's practice and professional development. Consequently, practice is improving throughout the nursery. There is at present a range of action plans that have been completed to ensure the nursery continues to meeting the requirements of the Early Years Foundation stage. Self-evaluation has been completed, as a result, the nursery is aware of some of the areas that can be developed further. However, the systems in place are not fully effective to secure improvement so that all children make good progress.

The management and staff have a suitable understanding of the safeguarding and welfare requirements and these are generally satisfactory throughout the nursery. Arrangements for safeguarding children in the nursery and through the understanding of the role of outside agencies are satisfactory. Health and safety is maintained through completing risk assessments to minimise the risk of accidents to children. Care plans are in place for any extra needs. Children follow simple routines that promote their health, washing hands for snack and lunch. The nursery has an enclosed play area with gates that have bolts and locks. The nursery building is kept secure with staff checking the identity of any unknown adults before they gain entry, resulting in children being cared for in a safe environment.

This inspection was brought forward due to concerns being raised that management had failed to take appropriate action to safeguard children. The inspection followed up concerns that staff ratios were not in place and that on the date in question the required ratio was not met for a short time. However, every effort was made to manage the situation and it was quickly resolved. The nursery has robust recruitment procedures in place for protecting children, and staff have a suitable understanding of how to respond if there was a concern about a child. The staff know the policies and procedures to safeguard children and how to implement these.

Staff engage all parents and work appropriately in partnership with them. Parents describe the attention staff give their children as 'good'. Their children are happy to come to nursery and to be with the staff. Parents are given time to talk about children's changing care needs and are informed of what children have done at nursery. For babies, this is supported by a daily care sheet. Parents and children enjoy looking at their learning journal. Children play with a suitable range of resources. Overall, they have many opportunities to make choices in their play. Outside play is not always maximised, for the pre-school children who have free access to the outside play environment for most of the session. The nursery continues to work with the local authority to improve their practice.

At the last inspection a number of actions were issued. The provider took prompt and appropriate action to comply with the requirements of registration. Since the last inspection the nursery has addressed the actions and recommendations made in the previous report. The management team has been extended to ensure the Early Years

Foundation Stage legal requirements continue to be met. The policies and procedures have been updated and staff have completed formal risk assessments minimising the risks to children. Staff ratios have improved, extra staff are employed to meet the staffing ratios and staff deployment is now managed to meet children's needs. Parents come into the nursery rooms and meet with key persons on a daily basis. Self-evaluation has been completed together with action plans that have been used to improve the quality of the provision. The management with support from the local authority have made improvements to the learning environment and to the quality of the children's learning and development. The observation and assessment of children's learning is now enabling the staff to provide a more relevant learning environment for children progress. This has resulted in a more positive curriculum that better supports the requirements of the Early Years Foundation Stage improving the learning outcomes for all 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
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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>	509929
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	938487
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	67
<b>Number of children on roll</b>	93
<b>Name of provider</b>	Cherub Nurseries & Pre-Schools Limited
<b>Date of previous inspection</b>	10/04/2013
<b>Telephone number</b>	01482 820756

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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