

Cherubs Pre-School Nursery

St. Albans Church Hall, Linwood Road, Bournemouth, Dorset, BH9 1DW

Inspection date

05/11/2013

Previous inspection date

09/06/2009

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	3
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The quality and standards of the early years provision

This provision is inadequate

- The premises are not secure at all times to ensure children are unable to leave unsupervised.
- Risk assessment procedures are not thorough, which means that management and staff do not identify safety issues so they can take appropriate steps to keep children safe.
- The provider is unable to provide a record of staff recruitment and vetting procedures to evidence how staff suitability is checked to protect children from harm.
- Records, such as those that confirm staff suitability, are not easily accessible or available.
- Staff do not always provide children with well planned activities that offer sufficient levels of challenge to help them to make good progress in their learning.
- Self-evaluation systems do not support the setting in identifying and tackling some weaker areas of practice.
- Staff do not use the outdoor areas well to support children's learning.

It has the following strengths

- Staff are kind and caring and have a secure understanding of children's care needs to ensure these are met.
- The nursery develop strong links with parents which keeps them fully involved and

encourages good information sharing to benefit children's care and learning needs.

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 compulsory part 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 playroom and the outside learning environment.
- The inspector completed a joint observation and held meetings at appropriate times with the manager/registered person.
- The inspector looked at children's assessment records and planning documents and a sample of documentation relating to children's welfare.
- The inspector reviewed the provider's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Samantha Powis

Full report

Information about the setting

Cherubs Pre-School Nursery has been registered since 1995. It is privately owned and run by the provider who is also the manager. The nursery operates from St Alban's Church hall, which is approximately two miles from Bournemouth town centre. Children have access to a large hall for play activities and a smaller hall for stories and quiet times. There is an enclosed garden area for outdoor play.

The nursery is open from 9am until 1pm, Monday to Friday, also from 1.30pm until 5.30pm on Mondays, Wednesdays and Fridays. The nursery is closed on bank holidays, and for approximately 10 days over the Christmas holiday period, as well as two weeks at the end of August.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 56 children on roll, all of these are in the early years age group. The nursery receives funding for the provision of free early education for children aged two, three and four years old. The nursery cares for children with special educational needs and/or disabilities and supports children who learn English as an additional language.

A total of nine staff, including the manager, work directly with the children. Seven staff hold relevant early years qualifications to National Vocational Qualification level 2 and 3. Two members of staff are currently working towards gaining an early years qualification.

What the setting needs to do to improve further

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

- take steps to ensure the premises are secure and that children are unable to leave unsupervised
- improve arrangements for risk assessments so that they support staff in identifying and minimising risks to children
- keep a record of the identity checks and vetting processes that have been completed for staff , including the disclosure and barring service disclosure reference number, the date a disclosure was obtained and details of who obtained it
- ensure records, including those which confirm the suitability of staff, are easily accessible and available for inspection
- consider the individual needs, stage of development and interests of each child and use this information to plan a challenging learning experience for all children
- improve the systems for self-evaluation to help assess all aspects of practice and identify priorities for future development and continuous improvement.

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

- make better use of outdoor play spaces to support children's learning in all areas.

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

Children are settled and happy at the nursery. They benefit from the caring interactions of staff who are familiar to them. Children enjoy a suitable range of play activities. The hall is set up well on their arrival, which motivates most of them to quickly get involved in play. Children move around freely, making choices in what they want to play with. Staff group children for certain activities such as at story time. This helps to ensure children receive appropriate support based on their age and stage of development. Staff are actively involved as children play, engaging in discussions and providing resources, which support children's interest. For example, prior to completing a firework picture, children watch an animated picture of a firework on the computer screen. Children then access a wide range of resources such as shiny paper, glitter, paint and stickers, which they use independently to create their own representations of fireworks. Some activities are not sufficiently well

planned to ensure that all children are involved and supported in developing and extending their skills. For example, during a short period of time outdoors, a group of younger children look at the composter. However, due to the large group, not all children can see what the member of staff wants to show them. This leads to some children losing interest and wandering away. Children enjoy dressing up in different outfits, and use their imaginations in role play. They join in with group singing games and learn to listen to the different sounds their voices make, which helps them when playing 'Hunt the bear'. Children show an interest in technology and finding out how things work. They enjoy using the electronic pen, which repeats words in many languages as children move it over words. This helps children who speak English as an additional language to feel included, and supports staff in using words in children's home language. Most of the time, staff identify children's interests and respond to these. For example, when a child notices how the sand moves through the sand timer, the member of staff finds another one for them to compare the different speeds at which the sand travels through, introducing them to simple mathematics.

Staff record their observations of children and link these to areas of learning to provide them with a clear picture of each child's stage of development, the progress they are making and any gaps in their learning. However, staff do not always use this information well to identify and plan for children's next steps. For example, a child who spends the majority of their time playing alone on the computer is not actively encouraged to join with other group activities to develop their social skills, despite this being identified as a next step. This means that although children enjoy their play, they do not always receive the appropriate support or challenge they need to help them take the next step in their learning. This means that educational programmes require improvement to support children in making good progress. Staff complete the required progress check for children aged two years, and share this with parents.

Parents are encouraged to share information about children's interests and needs when children first join the nursery. This helps staff to get to know children well and plan for their interests. Parents enjoy regular opportunities to see children's learning folders, and this provides an opportunity for staff and parents to share information. Staff engage in regular discussions with parents about children's progress, and also work together with them in areas such as behaviour management, to help promote consistency. Parents are welcomed in to the nursery and take part in 'Mummy or Daddy Days', where they join in with the nursery session. This helps to keep parents involved and included in children's learning, and encourages them to continue to support children's learning at home.

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

Management and staff do not give sufficient consideration to safety within the nursery to keep children safe at all times. For example, when children are arriving, arrangements for security are not effective to ensure children are unable to leave the nursery unsupervised. Although basic risk assessments are completed, these are not sufficiently rigorous to ensure that management and staff check all aspects of the nursery to enable staff to identify and address safety issues. For example, a glass panel in the fire door used to

access the outdoor play area is broken, but staff are unsure of when this happened, and have not taken action to ensure the damage is not a hazard to children's safety.

Staffing ratios are met within the nursery, which means that at most times, children are supervised appropriately. The key person system works well in ensuring that staff have a secure understanding of children's individual care needs and routines. This means that children feel secure and settle. Children enjoy looking through their learning folders, identifying the progress they have made, which makes them feel proud of their achievements. Daily discussions between key persons and parents encourage successful information sharing. Staff are positive in their approach to meeting children's individual needs, including any medical requirements. Staff attend specific training and link closely with parents to ensure they are able to support these children well. Children form positive relationships with adults in the nursery and with each other. They call out to children by name, demonstrating the friendships they have made. Children learn skills that help them work well together such as sharing. For example, a sand timer helps children to understand when it is time for their turn with the shopping trolley. Staff explain about taking turns fairly, and are close by to gently remind children of these expectations. Strategies used by staff help children to manage their own behaviour. For example, small group times such as story time are organised to ensure they are appropriate for children of different ages. Staff establish clear boundaries, helping children to understand the steps they need to take to keep themselves safe. They remind children about walking carefully over the step through the fire door to go outside, and make sure children participate in practising the emergency evacuation procedures on a regular basis. Children are encouraged to be increasingly independent in the nursery. They help prepare a healthy snack during the morning, pour their own drinks and receive guidance from staff as to how to open packets in their lunch boxes. This helps prepare them for the next stage in their learning, such as school. Staff and children follow positive procedures and routines that help to support their health and reduce the risk of germs spreading. Children ask to use the toilets and receive support from staff when using them due to their location within the building.

Children access resources that reflect different cultures and backgrounds. This helps them to develop a respectful awareness of the wider world. Staff gain an awareness of any other languages children speak. They encourage children to use their home languages in the setting by having examples of words in different languages on display and using interactive electronic language translators. Staff make effective use of visual signs and pictures, which helps all children to understand what is happening and make their needs known.

Sufficient space is available for children to play and there are a suitable range of toys and resources available to meet the children's needs. Children enjoy some outdoor play, however, the times they can go outside are limited. This restricts opportunities for children to get fully involved in a wide range of activities outdoors.

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

This inspection was prompted due to concerns being raised about security arrangements following an incident when a child left the setting unsupervised for a short period of time. Ofsted received a notification from the provider about this incident. Concerns were also raised about staff suitability and how they support the children's learning and development, and the safety and welfare needs of the children. At inspection, although the provider has made some changes to improve the security arrangements since the incident, these are not fully effective at all times as they rely on one person monitoring the exits. This person is also occupied with other duties and responsibilities, such as meeting and greeting parents, which means they are not fully focussed on the door security at all times. The current system for risk assessments is not effective. They do not support the nursery manager and staff well in reflecting on safety issues such as the fire door and monitoring the premises to identify and address these concerns. This compromises children's safety. Staff interactions with children are positive and generally support children's care and development needs. The provider is unable to demonstrate any evidence of suitability checks they undertake on staff and there are no records available on the premises that confirm whether they are suitable to work with children. These are breaches in the requirements. This means that the nursery is not meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. They also fail to meet the requirements of the Childcare Register with regards to safety, risk assessments and staff suitability. This means the provider is required to take further action in order to improve.

Staff are generally clear about their roles, and overall, have an adequate understanding of their responsibilities in meeting the learning and development requirements. They complete an induction when starting work at the nursery, which includes becoming familiar with the nursery's policies and procedures. Regular staff meetings encourage information sharing and help to promote consistency. Annual staff appraisals help to identify staff training needs. Staff are encouraged to increase their own skills and knowledge to benefit the children attending. All staff complete safeguarding training and are fully aware of the nursery's written policy for child protection. The designated person for safeguarding is confident in their role. This means that the nursery is able to manage any concerns appropriately, to help protect children from harm.

Although staff undertake self-evaluation, they do not always reflect on their day-to-day practices to ensure these continue to meet children's needs. The provider has made some improvements following the recommendations raised at the last inspection. Relationships with parents and others supporting children are much better, helping to offer children greater consistency in the support children receive. Routines have been adapted to support the needs of different aged children and improved strategies are in place to support the needs of children who learn English as an additional language. However, there continues to be weaknesses in the way in which staff use their observations to plan for and support children in taking the next steps in their learning. The provider is also unable to evidence any improvements to the staff recruitment and vetting procedures.

Parents state their children are happy and settled at the nursery. Parents identify the supportive nature of the nursery staff who meet the care needs of their children well. Parents feel well informed and develop good links with their child's key person,

encouraging regular information sharing. Parents receive detailed information about the nursery and the policies, providing them with a clear understanding of procedures in the nursery. Newsletters and notice boards help to keep parents informed about events and changes within the nursery and the activities children are enjoying. Parents enjoy the digital photograph frame in the lobby, which includes recent pictures of their children involved in play and activities. Staff work closely with other professionals who are also involved in supporting children and families to help promote consistency.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- evidence that there are effective systems to ensure that any person caring for children is suitable to work with children, which must include an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure the premises are secure and that children are unable to leave the premises unsupervised (compulsory part of the Childcare Register)
- undertake a risk assessment to help ensure that all necessary measures are taken to minimise any identified risks (compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	100503
Local authority	Bournemouth
Inspection number	941829
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	56
Name of provider	Heather Davis
Date of previous inspection	09/06/2009
Telephone number	01202 531515

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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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