

Cheeky Cherubs Nursery

Bridge House, 162 West End Road, Morecambe, Lancashire, LA4 4EF

Inspection date

15/11/2013

Previous inspection date

05/08/2013

The quality and standards of the early years provision

This inspection:

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 requires improvement

- Children are helped to settle and develop confidence in the nursery as they form warm relationships with staff who meet their emotional needs well.
- Mealtimes are a sociable occasion where children serve their own food and help themselves to drinks. Consequently, children are developing skills that promote their independence.
- Children understand the rules of the nursery and behave well. This is because staff act as good role models and make their expectations clear.

It is not yet good because

- The quality of teaching is not always sufficiently focussed to fully challenge children's learning; to encourage them to think, practise and refine their skills. Therefore, children's learning and development is not always fully maximised.
- Staff sometimes do not recognise children's cues during spontaneous play. As a result, they do not fully promote the connections children make between different areas of their learning.
- Resources that encourage children to write for a purpose and develop their interest in mark making during free play is not always available.
- The evaluation process does not fully take account of the views of parents or children to secure continuous improvement in practice.

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 children's activities in the main playroom, soft playroom and the outdoor environment.
- The inspector talked to the owner, manager, staff, parents and children during the inspection.
- The inspector carried out a joint observation with the manager.
- During the inspection, the inspector viewed the provider's self-evaluation document and children's records. A selection of other documentation was viewed including health and safety records, safeguarding procedures and staff suitability records.

Inspector

Jeanette Brookfield

Full report

Information about the setting

Cheeky Cherubs Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in adapted premises in the Morecombe area of Lancashire and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a main playroom, a soft playroom and associated facilities. There is an area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, all 11 hold appropriate early years qualifications at level 2 to 6, including one with Qualified Teacher Status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 98 children attending who are in the early years age group. The nursery supports 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 staff's understanding of how high quality teaching promotes children's strong progress towards the early learning goals and work with them to raise the standard of teaching to ensure children benefit from good quality interactions.

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

- recognise and use opportunities to promote conversation during children's play, so that they explore their ideas and make connections between different areas of learning
- extend further children's opportunities to make marks in all areas of the learning environment by providing them with more writing tools to practise early writing skills
- include parents' views in the processes for self-evaluation to help further identify and prioritise targets for improvement.

Inspection judgements

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

Staff are continuing to develop their knowledge of the Statutory framework for the Early Years Foundation Stage, in order to guide the development of children's capabilities. Regular observations and assessments of the children's progress are undertaken and recorded in their individual learning journals. Staff use this information to obtain a suitable understanding of the children's developmental stages and to plan for their next steps in their learning. As part of the assessment of children's progress, staff have completed the progress check at age two years to help them identify any gaps in their learning. They also undertake other regular summative assessments, which provide a useful outline of the children's current stages of development. These are shared with parents and staff encourage them to share their thoughts and add their comments. Parents' comment that they like the way staff take the time to share the information about what their child is doing. This ensures that there is a collaborative approach to the children's care and most aspects of their learning and development.

Children enjoy accessing a range of developmentally appropriate toys and resources, which they investigate and explore. All children enjoy books and stories. Toddlers sit absorbed as a member of staff animatedly tells them one of their favourites, anticipating with excitement the repetitive rhymes and funny parts of the book. Pre-school children thoroughly enjoy re-enacting a favourite story, clambering over cushions and mats as they 'go on a bear hunt'. Planned activities, such as making marks with chalks in the garden or writing their names on their creations means that children develop skills for writing. However, there is capacity to extend opportunities further by ensuring writing materials are readily available for all activities, such as in the role play areas. This means that progress in this area is not as well promoted as possible.

Overall, children are appropriately supported in developing their communication and language skills because staff use props effectively to promote children's language development. For example, they use lively story sessions to support children's developing attention and listening skills. Some adults effectively question children to encourage them to think and develop their own ideas. However, there are instances when staff overlook opportunities to promote children's communications, which results in children not extending conversations or developing their ideas. For example, they do not take advantage of the time before lunch when children are waiting to wash their hands to engage them in conversation. As a result, they do not fully promote children's understanding that social situations can be used to share ideas and involve each other in discussions. Nevertheless, children are making steady progress across all areas of learning and some focused teaching ensures those who enter the nursery below the expected level of development for their age, are narrowing the gap.

The quality of teaching across the nursery is variable and this means that not all children always benefit from good quality interactions and support. Their critical thinking skills are promoted through play with natural materials, for example, as they investigate filling and emptying various containers in the water tray. They also learn mathematical concepts,

such as weight and quantity, as they bake and decorate biscuits. However, there are occasions when opportunities to promote children's understanding are overlooked because staff do not always listen to them perceptively. One example is during role play when children choose to act out the role of a train driver. Staff do not recognise their cues and as a result, do not engage children using further questioning or the sharing of ideas. This means that they are not fully supported in making connections between their learning experiences at home and the nursery.

Children's skills in the use of technology are supported well. For example, children in the pre-school room eagerly play on the computers. Staff extend this activity by asking children questions, such as 'what is the name of that animal?' and 'what sound does it make?' This challenges children's thinking and helps them to feel confident using technology resources. In addition, this activity supports the children to learn how things work and builds their confidence in using the mouse to complete an electronic jigsaw puzzle. Children's developing physical skills are effectively encouraged. For example, children pedal and steer ride-on wheels toys outdoors and enjoy physical games in the soft play room. In addition, children's manipulative skills are developing well. They mould, roll, use tools and make marks in dough and hold the scissors and paint brushes with increasing control. Overall, children are gaining the key skills needed to support their future learning.

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

All children and their families are warmly welcomed into this friendly nursery. Consequently, children happily separate from their parents, settle well and develop secure attachments with their key person and all staff members. Information provided by parents ensures that all children's needs are known and can be met. Children are supported appropriately in the transition from home to the nursery. This is because parents are invited to settling-in sessions and staff gather a range of information about each child's family and background. For example, information is obtained about any known special dietary requirements, preference and food allergies and any special health requirements. This effectively promotes continuity in the children's care and supports their continual well-being. Children are developing a satisfactory range of skills to support them when they move to school. For example, they wash their own hands, serve their own food and learn to pour their own drinks independently. Staff support the transition of older children as they prepare to move into other early years settings. For example, the children's future teachers are invited to the pre-school and staff complete transition documents, which provides information about the children's learning and development achievements during their time with them.

Accident and medication administration records are appropriately in place, which helps to secure children's welfare. Children participate in regular fire evacuation drills, which help them to learn about how to help themselves stay safe in an emergency. They are provided with fresh drinking water, which is accessible throughout the day and they eat fresh fruit and freshly cooked meals. This promotes their health and well-being. This is further promoted as they have daily opportunities to be physically active in the outdoor environment and soft play area indoors. Children enjoy playing as they jump on shapes on

the floor as staff call out the names and have fun as they come down the slide.

The nursery includes children from various different cultures. They develop their understanding of equality and diversity through everyday discussions and a variety of resources and activities, for example, small world toys and stories. Children take part in a variety of community and charity events that support their developing understanding of the world around them. For example, on the day of inspection, children baked special biscuits to raise money for disadvantaged children. This helps children to understand the needs of others and helps to prepare them for the larger social environment of school. Children behave well because clear, simple explanations, appropriate to their stage of development, support their growing understanding of right and wrong. Boundaries are consistent and the nursery works closely with parents to ensure behaviour management strategies are continued at home.

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

The owners, manager and staff of the nursery understand their responsibilities in meeting the safeguarding and welfare requirements, in order to create an environment that is welcoming and safe. This helps them to safeguard the children appropriately and ensure that they are making satisfactory progress in their learning and development. All staff have a sound understanding of the signs and symptoms of abuse and the action to take should they have a concern about a child. They are secure with the reporting of their concerns and what to do within the nursery should they have a whistleblowing concern about another member of staff or their manager.

Staff benefit from regular staff meetings where issues and practice are discussed and reflected upon. A clear induction procedure provides new staff and apprentices with the relevant information required to support children in the setting. This ensures that they are clear about their roles and responsibilities. There are appropriate recruitment and selection systems in place to help ensure that staff are suitably vetted and suitable to work with children. The staff team convey that they feel supported and they work well together, which is creating a secure and welcoming atmosphere for the children. The range of qualifications and experience held by the staff ensures that the legal requirements are met over and above the minimum requirements. A safe and secure environment is provided, both indoors and outdoors. Satisfactory risk assessments and daily checks of the environment help secure children's safety. Children are further protected as visitors to the nursery are required to sign in and out, which ensures an accurate record of everyone coming into contact with the children is maintained.

The owner and manager communicate a desire to improve the quality of the service. It is acknowledged that the nursery has made progress since the previous inspection and there is progress across the actions and recommendations made. Management is taking action to embed these into practice and build on the progress made. They acknowledge there are still some aspects requiring further development. For example, these include the overall quality of teaching in the nursery and they now employ a qualified teacher to support this. Self-evaluation is in place and helps the owners and manager to plan

improvements for the nursery. For example, they identify plans to further develop and extend the outdoor area and to introduce peer on peer observations for staff. Parents are encouraged to share information and their thoughts verbally with the staff and management, which some do confidently. However, there is scope to improve opportunities for all parents and children to be involved in the self-evaluation, to ensure that any changes reflect their needs. The manager conducts regular appraisals and staff development is encouraged to further improve the necessary skills to work with the children. However, this has not yet resulted in consistent teaching practice throughout the nursery. Children's welfare is addressed because staff to child ratios are maintained and clear records are kept of any accidents or any medicines administered.

Staff build positive relationships with parents. They are provided with information about the services offered and they have access to the policies and procedures. Discussions, written information in the children's 'to and fro' books, and newsletters are used to keep parents informed about children's overall well-being and special events. Parents have access to their children's learning journal and are encouraged to add their own contributions. This means that parents are appropriately involved in children's learning. Parents spoken to during the inspection express their satisfaction with the nursery. They comment how 'friendly and supportive the staff are' and how their 'children have progressed since being here.' There are suitable links with the neighbouring schools to ensure effective transition arrangements. For example, reception class teachers are invited to visit children in the nursery and talk to the key person about the children's progress. All staff ensure they work with other agencies, in order to support children with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY446167
Local authority	Lancashire
Inspection number	942938
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	73
Number of children on roll	98
Name of provider	Cheeky Cherub's Partnership
Date of previous inspection	05/08/2013
Telephone number	01524409409

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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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