

# Cherubs Day Nursery

118 Cove Road, FARNBOROUGH, Hampshire, GU14 0HG

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 04/12/2013 |
| Previous inspection date | 19/11/2012 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| 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 and management are knowledgeable about the safeguarding and welfare requirements and implement them effectively, which means children are safe and healthy.
- Children's interaction, language and communication skills are fully supported as the staff talk with children about their play and the activities they undertake.
- The well-developed key person system ensures that children develop effective emotional attachments to the adults caring for them, helping them feel secure, independent and confident to play and learn.
- Management and staff develop highly effective partnerships with parents, which fully support children's learning at home and at the nursery.

### It is not yet outstanding because

- Opportunities for staff to recognise each others' areas to develop, and value the strengths and achievements made by one other, are not fully embedded.
- The programme for children to learn through discovery and exploration from natural resources is not fully embedded into activities indoors.

## 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 talked with available staff, some parents and held discussions with the manager.
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records.
- The inspector observed children's play and staff interactions.

## Inspector

Nadia Mahabir

## Full report

### Information about the setting

Cherubs Day Nursery registered in 2001 and is privately owned. It operates from a purpose built building in the area of Cove, Hampshire. Children have access to several base rooms accommodating two floors and to a secure outside play area. The nursery is open each weekday from 8 am to 6 pm, all year around. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 45 children in the early years age group on roll who attend a variety of sessions. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. A total of seven staff work with children, and they all hold appropriate or higher early years qualifications.

### 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 staff development by encouraging staff to recognise one another's areas for development and sharing strengths, skills and knowledge
- enhance the range of activities indoors that develop children's understanding of the world, for example, through science activities and natural resources for them to explore.

### Inspection judgements

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

Children arrive happily into the nursery, confidently saying goodbye to their parents. They receive a warm welcome from staff who then immediately engage children in conversations about how they are feeling today. Staff are well deployed and enthusiastic and eager to help the children settle and enjoy their time in the group. Children are encouraged to be independent as the toys and resources are organised so that even the youngest children can choose what they want to play with. All children have many opportunities to express themselves creatively and explore different textures. For example, they use a range of painting techniques to create their own artwork. Children excitedly play outside; they play chasing games and manoeuvre confidently to avoid obstacles, showing good coordination skills. They excitedly dig in the garden looking for worms, and investigate and learn about living things. However, the use of natural materials in their play indoors is not fully developed to further encourage children's exploration skills.

Children have good opportunities to develop an awareness of diversity and their understanding of the world as they take part in activities for special events and festivals throughout the year. Staff consistently use examples of mathematical language during activities so that children learn about space and measure. Staff help children to count objects and recognise numbers. The effective use of computers and an exciting range of programmable and push-button toys mean that children are developing very good technological skills. Children are actively engaged in purposeful play throughout the session. They enjoy a good range of freely chosen play, as well as adult-led activities. Staff are fully involved in promoting children's creative and thinking skills, as there is a high emphasis on supporting children's speech and language skills. For example, the educational programme is underpinned by staff's good use of specialist assessment and monitoring tools, and teaching strategies. The team deliver the 'Every Child A Talker' (ECAT) programme. They use recommended strategies highly effectively to support children's communication and language skills. Children who are learning English as an additional language receive good support. Staff create very good resources to support non-verbal communication, for example children are able to make independent choices by pointing to the visual timetable and by using picture cards and symbols. The children enjoy looking at books, singing and listening to stories. The staff's enthusiasm clearly has a positive impact on the children and their enjoyment is very evident as they take part in singing and action rhymes. There are also rich opportunities for children to learn to recognise words through the use of clear labelling and photographs throughout the nursery. They confidently link letters to sounds and recognise letters on the wall. Older children write their names on all of their work and recognise their names on their peg and on their work. This means that they are fully aware that written text has meaning and that their name represents something that belongs to them. Staff also use opportunities to prompt children's thinking and discussion to help reinforce their understanding.

Overall, staff implement effective strategies for supporting children's individual needs. They effectively liaise with other professionals, such as speech therapists, and introduce short tasks during the session to help children develop their speech. Observations and photographic evidence are collected by all staff and included in each child's progress record. These help staff track children's progress in the different areas of learning, and are also used to identify any gaps in children's development. The staff have implemented the progress check for children aged between two and three years. All documentation is in place and shared with parents. Parents are kept well informed about the life of the nursery through the notice boards and daily chats to staff.

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

All staff welcome children warmly, as well as making sure that their families are fully welcomed into the nursery. Children are supported in their day-to-day care and well-being needs as they form strong and effective emotional attachments with the adults caring for them. The key person relationship begins before children start attending, at the settling-in stage. This is personalised according to individual needs and to allow parents and children alike to feel happy and secure before children are left for the first time. All key persons share pertinent development information with parents and there are clear logs of

discussions about things that children have done in the nursery and at home. As a result, parents feel fully enabled to approach their child's key person or a member of the management team.

Children are not able to move freely between indoors and outdoors because of the layout of the nursery. However, all children have the opportunity to go outside in the garden every morning, afternoon, and in all weather conditions, which means they benefit from fresh air and exercise. Children particularly enjoy climbing the frame and using the balancing beams. They are supported well by staff and are able to practise a range of movements in safety. Staff are deployed well and are vigilant when in the garden area and closely monitor children using the large climbing frame. Effective measures ensure children are learning how to stay safe. For example, staff discuss safety issues with the children and they learn why they should not run indoors and how to use equipment safely. There are quiet areas for rest and easily accessible toilet facilities, which enable children to become increasingly independent in managing their personal care needs. Children develop good hygiene practices as they wash their hands after being in the garden, after going to the toilet and before eating. Hot meals are cooked off site daily and staff are careful to meet children's individual dietary requirements. Staff encourage children to become independent in all areas of their development. For example, they are given small tasks as they self-serve and pour their own drinks.

Children are happy, calm and settled as the staff are very caring and give high priority to all children's needs and opinions. Staff members have arranged the minding areas to enable all children, older and younger, to be highly independent. Clear daily structure and well established routines enable children to be fully aware of what to expect. Children play cooperatively with their friends and staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. Staff use positive behaviour management strategies and children's self-esteem is enhanced as they receive praise for good behaviour, effort and achievement. The nursery has good links with the local schools the children will move on to and welcome the teachers into the nursery to visit the children. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on. This helps to ensure all the children have a successful move into school.

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

The manager has initiated changes to working practices based on recommendations from the previous inspection and notice to improve set by Ofsted following an investigation into concerns at the nursery. This has resulted in enhanced risk assessments and staff deployment, and rigorous checking of staff's knowledge and understanding of how to keep children safe and secure. There are clear procedures in place for safeguarding and designated persons have appropriate qualifications. All staff are fully aware of how to respond to any concern about a child including systems for whistle-blowing. Written risk assessments are detailed and frequently reviewed so that staff keep children safe, indoors, outdoors and on outings. Children are supervised well, and staff deployment is effective to

ensure ratios are maintained. The leadership and management have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are vigilant during arrival and departure times, which are clearly recorded, and this further protects children and keeps them safe. All visitors to the premises have their identification checked and they sign the record book. Comprehensive policies and procedures, including a complaints policy, are in place and shared with parents. Detailed procedures for vetting and assessing the suitability of practitioners are in place. Good induction procedures help new staff to be confident in implementing the nursery's policies and procedures effectively. All staff are aware of the high expectations of the management team and implement the policies and procedures effectively and consistently.

The partnership between parents and the nursery is very good. Parents are kept informed about daily routines and staff take the time each day to talk to parents about their children's day. Parents are also updated through newsletters, emails and notice boards. Consequently, strong partnerships are developed with parents. Staff quickly identify if children require any additional help. Staff work closely with parents sharing any concerns and support is secured from appropriate external agencies to assist in closing any gaps in readiness for the transition to other settings or school. The nursery has links with other professionals, such as Early Years Advisors from the local authority. This allows them to seek advice and support should they require additional guidance. Parents are extremely complimentary about the setting and staff. They value the caring and supportive environment their children are in.

The owner and manager are fully committed to improvement and continually strive to ensure all children achieve well in all aspects of learning and development. The manager ensures children's progress is monitored effectively, in order to identify any gaps in learning and development. Practitioners demonstrate a confident knowledge and understanding of the learning and development requirements. Assessment and planning systems cover the seven required areas of learning, and give due emphasis to both the indoor and outdoor areas. Overall, this demonstrates that children are experiencing a broad programme of activities. The manager monitors staff performance effectively through regular supervision meetings and appraisals. She sees ongoing training as an important part of early years and childcare. Consequently, all staff are required to attend training courses to ensure the nursery continues to develop and improve. This demonstrates a clear capacity to improve outcomes for children. Staff cascade information from training and early years events to extend team knowledge and skills. However, management do not fully enhance staff's professional development by observing and evaluating each others' practice within the nursery, in order to have a greater understanding of the different roles and responsibilities. Management have an accurate view of their nursery and are able to identify their key strengths. They recognise how further development will enhance their already good quality service.

### **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 | 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

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>Unique reference number</b>     | EY347048                      |
| <b>Local authority</b>             | Hampshire                     |
| <b>Inspection number</b>           | 941034                        |
| <b>Type of provision</b>           | Full-time provision           |
| <b>Registration category</b>       | Childcare - Non-Domestic      |
| <b>Age range of children</b>       | 0 - 8                         |
| <b>Total number of places</b>      | 32                            |
| <b>Number of children on roll</b>  | 45                            |
| <b>Name of provider</b>            | Cherubs Kindergartens Limited |
| <b>Date of previous inspection</b> | 19/11/2012                    |
| <b>Telephone number</b>            | 01252 517026                  |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

