

# Cherubs Pre-School Nursery

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

## Inspection date

17/04/2014

Previous inspection date

05/11/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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 have close, trusting and respectful relationships with all the children and provide a wide range of appropriate activities which allow children to learn and develop well.
- Staff are good role models to the children, who listen attentively to adults, behave well and show kindness by sharing and helping each other.
- A positive partnership with parents means information is shared which helps staff meet children's care and learning needs effectively.
- All concerned with the nursery contribute to improving the provision for children through careful evaluation and setting useful action plans.

### It is not yet outstanding because

- Children's play is interrupted due to the organisation of routines, which means opportunities are sometimes missed for children to finish what they were doing or make connections 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector undertook observations of children and staff interactions with them both inside and outdoors.
- The inspector talked with parents and children.
- The inspector had discussions with the manager and staff.
- The inspector reviewed a sample of documentation, including children's learning journeys, planning, policies and staff information.
- The inspector carried out a joint observation with the manager.

## **Inspector**

Margaret Dobbs

## 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. The premises benefit from a disabled toilet and wheelchair access. Children have access to a large hall for play activities and a smaller hall for stories and quiet times. There are two areas for outdoor play, including an enclosed garden area for growing fruit, vegetables and flowers. 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 and two weeks at the end of August. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register although at present there are no children attending the age of five. There are currently 68 children on roll who 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. 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 eight 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 a further early years qualification.

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

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

- review routines to reduce interruptions to children's play, so that they can concentrate and complete their activities and experiences and fully develop their own interest and ideas
- extend children's literacy skills further, for example, by finding more ways to encourage children to choose their own books and read by themselves or with others

## Inspection judgements

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

Children make good progress in their learning as staff enable them to actively play and explore and provide a range of interesting activities to choose from. Staff use their knowledge of how children learn through play alongside a range of observation methods to identify children's interests and make accurate assessments of children's development. They use this information well to plan stimulating activities and opportunities enabling all

children to make good progress across the areas of learning and development. Staff have high expectations of children and support children effectively to achieve.

Staff support children's language development effectively. They make sure they are at the children's level and by using clear speech, gestures and positive body language, adapting the language they use appropriately to support children's understanding. They celebrate the first language of children who have English as an additional language and work closely with parents to support the children who are learning English. Therefore these children make good progress. Staff use a visual timetable which helps children understand the routine of the day. Staff are good listeners and sensitively wait for children to respond. Children's ideas and opinions are valued and children are able to pursue their own ideas. For example, children are free to use large paintbrushes and water to create lines, patterns and pretend puddles when playing in the outside area. There are times however when the flow of play is stopped by ringing a bell for attention and routine changes without warning. This may prevent children from concentrating and finishing what they were doing or from developing their ideas further.

Children have opportunities to learn about the growth of plants as they plant seed potatoes and flowers in the garden area. They are learning the names of the flowers they grow. Staff show children the compost bin and they learn about how worms turn the vegetable and fruit peelings into soil compost. Children are free to experiment with the water tray as they learn about different size containers and what happens if water is poured into a colander. Children are able to access all areas of learning in the outdoor spaces. They run about enthusiastically and kick footballs confidently. When the ball goes into the tree, staff help the children think about how they can retrieve it. Children think of shaking the tree and find long sticks. They make other suggestions and staff allow children time to share their ideas about the problem. This successfully helps children to work things out and make decisions for themselves.

Children are eager to use paper and crayons to make pictures and tell stories about what they have drawn. For example, they say 'This red bird is wearing a hat and this bird has turned a somersault and his hat has fallen off!' Staff listen carefully to the words children use and write these words next to the drawing. Staff sound out the letters and encourage children to join in. This is helping children learn about literacy in a meaningful way and is good preparation for when they go to school. Children persevere with their drawing and staff are sensitive to younger children who are not so confident in making marks and adapt the resources to enable younger children to enjoy this activity by themselves.

Children make use of a tepee to talk to their friends and to read books but the cosy nature of this space is not extended to the rest of the book area to encourage children to access the books on display. Staff use spontaneous opportunities to help children with counting skills and the use of mathematical language such as 'enough' and 'more than'. This encourages children to think about number and quantity. Children use a number line to correctly count up to twelve.

Children learn about healthy lifestyles through topic work and proudly bring in pictures they have made at home about healthy foods. Children help staff prepare the daily snack and show their curiosity at the different smells of the fruit and vegetables. Staff do not

rush this process so children are able to learn to use a knife safely for chopping. Staff use the opportunity to talk to the children for instance about where fruit comes from.

Staff produce learning journeys which reflect the children's progress in the seven areas of learning, with clear starting points. Observations and assessments are made regularly and shared with parents. There are clear systems in place for completing the progress check for two-year-old children. As children's progress is closely monitored, any needs are promptly identified and addressed.

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

Children are very settled and happy to come into the setting. There are effective key person systems and children build secure bonds and warm relationships with friendly and caring staff which effectively supports their personal, social and emotional development. Each child and their family are clearly welcomed and valued and as a result, children settle easily and quickly gaining the confidence they need to explore independently.

Children behave very well: they are polite and kind to one another because staff provide good role models and children have an awareness of staff's expectations. Children benefit from the stimulating and well-resourced environment both indoors and outside that captures their enthusiasm for learning, although sometimes their learning is interrupted. Outside the children run and jump freely so they develop a positive enjoyment of exercise which effectively promotes their good health and well-being.

Staff give children clear expectations about behaviour and encourage them to work together and communicate in a positive way to promote their cooperation and respect for one another. As a result children develop early friendships. Staff consistently use effective praise to significantly boost children's self-esteem. They also promote children's thinking about what they are doing and how to solve problems. This helps children prepare for and be confident about the next stage in their learning.

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

The manager and staff have a good understanding of their responsibility in meeting all the requirements set out in the Statutory Framework of the Early Years Foundation Stage. They show commitment to improving the quality of the setting and the experiences of the children and their families. Effective self-evaluation together with support from local authority advisors helps to identify strengths and prioritise areas for development. The nursery is accredited to the Bournemouth Quality Standards for Early Education and Care and this framework supports the setting in their continuous improvement.

Staff have regular staff meetings and talk about safeguarding issues so this area of practice is closely monitored. Staff also have supervision meetings every six weeks and an annual appraisal. Training is ongoing and staff are committed to continuous professional

development. For instance, two members of staff are currently progressing from level 2 to level 3. Staff have a positive approach to continually developing the provision as they can see the benefits through the children's progress. All staff are trained in safeguarding and first aid and this ensures children are cared for by staff who can respond appropriately to any safeguarding or welfare needs. Children are well supervised by adequate staff ratios and deployment and staff carry out rigorous risk assessments to ensure children's safety.

Parent partnerships are good and both verbal and written feedback demonstrates that parents are happy with the provision and highly recommend the setting. Parents are thrilled that so many activities are on offer for the children. They say that they have been able to 'fill the gaps' in the home environment after discussions with the manager. Parents make particular reference to the individual care given to their children and the trust they have in the staff. Parents know that the children's records are available for them to look at regularly and they are pleased that the records show progress and that they can share in the discussions with the key person about next steps in their children's learning. All relevant policies are in place and these are reviewed regularly. The setting's recently completed self-evaluation form is shared with parents for their comments or additions.

### **The Childcare Register**

The requirements for the compulsory 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>	100503
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	963141
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Heather Davis
<b>Date of previous inspection</b>	05/11/2013
<b>Telephone number</b>	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.

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