

# Cherubs & Imps Ltd

The Old Coach House, Overton Court, West Street, CONGLETON, Cheshire, CW12 1JY

<b>Inspection date</b>	01/04/2014
Previous inspection date	05/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Teaching is good because staff plan and provide a wide range of activities and continuous provision, firmly based around the children's next steps in learning. As a result, children make good progress in all areas of their learning and development.
- Children's health, safety and well-being is very well promoted at all times, through the comprehensive policies and procedures in place, implemented by staff and thoroughly monitored by management.
- Management and staff work well as a team, to continuously improve the quality of the provision. As a result, staff are enthusiastic and motivated, improving the children's experiences in the setting and ultimately, their progress.
- Partnerships with parents are well established through frequent information sharing. Details of children's ongoing achievements and initiatives to support home learning are regularly provided. This ensures that children's unique care and learning needs are well promoted by all those involved.

### It is not yet outstanding because

- There is scope to enhance the existing good partnerships with other settings that children attend, through further information sharing about children's progress and the next steps in their learning.
- Opportunities for younger children to develop their self-help skills are not always fully promoted through everyday routines.

## 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.

## Inspection activities

- The inspector observed activities and interactions between the staff and children in the three playrooms and the outside learning environment.
- The inspector conducted joint observations with the manager, of adult-led activities in the baby and pre-school rooms and at lunchtime in the toddler room.
- The inspector held meetings with the manager of the provision and spoke with the owner, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of policies and procedures.
- The inspector checked evidence for suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plans.
- The inspector took account of the views of parents, spoken to on the day of the inspection.

## Inspector

Sharon Lea

## Full report

### Information about the setting

Cherubs and Imps Ltd was registered in 2012 and is on the Early Years Register. It is situated in converted premises in the Congleton area of Cheshire and is one of three settings owned and managed by a limited company. The setting serves the local area and is accessible to all children. It operates from six rooms located on two floors, accessed by stairs. There are three enclosed areas available for outdoor play. The setting employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications, including three at level 2, seven at level 3 and one at level 5. The setting opens Monday to Friday all year round, except Bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. There are currently 87 children attending who are in the early years age group. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It receives support from the local authority.

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

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

- enhance the existing good partnerships with other settings which children attend, through further sharing of information about children's progress and the identified next steps in their learning
- extend the opportunities for younger children to develop their self-help skills, in readiness for their move on to the pre-school room, for example, by encouraging them to wash their hands by themselves.

### Inspection judgements

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

The quality of teaching is good, ensuring that children make steady progress in all areas of their learning and development. This is because staff get to know the children well, through regular observations, which identify their skills and potential next steps in their learning and development. Staff use the information from their observations to track children's progress, ensuring that all areas of learning are consistently promoted and any areas requiring additional support are identified at the earliest opportunity. Planning for adult-initiated activities and continuous provision opportunities both indoors and outdoors is therefore focused on those areas which will best support individual children's progress. For example, staff identify when the children need additional opportunities to develop their mathematical learning and understanding. A topic on 'shape, space and measures' is introduced, including planned activities, such as, making tape measures to measure themselves and other items within the setting and going outdoors to search for different

shapes. These opportunities enable the children to develop their understanding of the concept of measurement, and to recognise and name the shapes in their environment. To enhance the children's learning, staff involve parents, through sharing home-link books with information about activities they have been doing in the setting and how these can be supported further, such as encouraging the children to measure things with them, around the home. Staff are also skilled in being able to identify when to leave children to become deeply absorbed in their play or when it is appropriate to intervene, in order to develop learning further. For example, babies are observed exploring a set of stacking blocks and attempting to join these together and pull them apart. Before they become frustrated, staff intervene, extending their physical abilities and also their vocabulary through helping them to 'pull' the blocks apart and 'push' them back together. This encourages the babies to persist and concentrate for a longer period of time and they are subsequently observed practising this newly developed skill independently. In contrast, while older children have plenty of opportunities for free exploration, they experience more of a balance of adult-directed activities. For example, they participate in regular group activities, such as, literacy time, where they learn to identify letters and the sounds they make, teaching them skills which are built upon each day. This supports them to develop skills needed for the next stage of their learning, such as school. Consequently, children of all ages make good progress in their learning and development. Staff plan plenty of activities in the outdoor spaces, effectively promoting children's physical development, so that they make strong progress. For example, they enjoy climbing on apparatus, using wheeled toys, playing imaginatively in the playhouse, growing flowers and vegetables, and digging in the bark area, to seek out insects. Babies have direct access to the outdoor area, which has safety flooring, enabling those who are not yet walking to crawl from the indoor to outdoor space safely. Staff also ensure that toddlers and older children also have regular opportunities for outdoor play throughout the day and that this is purposeful and fun. Opportunities to develop their physical skills are further enhanced through weekly football training sessions from a staff member who is employed in one of the company's other settings. These sessions, which incorporate developing ball skills and playing football, support the development of children's physical skills through large movements, their social skills in working together as a group and their communication skills including the ability to listen and follow instructions. Children's understanding of diversity and difference is promoted as they celebrate festivals and special events from around the world. They use resources that reflect positive images of people from different cultures and with physical disabilities. This ensures that children learn to value aspects of their own lives and the diverse society in which they live. Children's communication and language development is very well supported by staff throughout the day. Babies and children of all ages enjoy sharing picture books and stories with staff and engage happily with songs and action rhymes. Staff model language well, speaking clearly and repeating words to support younger children in their language development. Older children are continually engaged in conversation by staff who are genuinely interested in what the children have to say, listening to their responses and asking open-ended questions to further their thinking. Staff provide a print-rich environment where resources and displays are labelled with pictures and words. Older children are encouraged to write their name. Resources for writing and mark making are evident in all rooms to enable children to develop their early writing skills, in readiness for the next stage in their learning, such as school.

The setting is committed to working in partnership with parents and carers, and these relationships are well established. Staff understand the importance of developing these positive relationships in order to promote consistency of support with regards to children's care, learning and development. Parents share detailed information on entry to the setting, regarding their child's personality, skills and development with their child's key person. This enables the needs of the child to be met from the outset and provides a more accurate assessment of children's starting points. Daily diaries are in place in the baby room and daily sheets are used in the toddler room, sharing with parents their child's care routines, such as nappy changes, food and fluid intake, and the activities that they have been engaged in. For children over two years, staff provide daily verbal feedback regarding the child's day, new skills they have learnt and any significant activities they have enjoyed. Parents are encouraged to contribute information about their child's learning at home through sharing observations, which staff incorporate in to children's learning journals. Summaries of each child's learning and developmental progress are shared with parents along with thorough progress checks at age two. Arrangements are in place to complete these with parents when the time comes. This ensures that children's needs are continually assessed and planned for, and that children who require additional support receive this at the earliest opportunity. Learning links between home and the setting are promoted through home-link books with activity ideas for parents and children to complete together at home. There are also nursery teddy bears who share children's home experiences, which are then recorded in a journal and shared with all of the children during circle times.

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

The emotional security of the children is given a high priority by all staff, who take time to get to know each child and their unique needs. The settling-in procedure in place is very flexible, providing as many induction visits as each individual child needs, supporting children and their parents in a smooth move into the setting. This, alongside the good key person system in place, ensures that children quickly and happily settle, forming strong attachments and positive relationships with the staff and other children. The staff have worked hard to strengthen this area of their practice since the last inspection and have put in place a key person promise, which is displayed in all rooms as a reminder to staff and parents. This includes getting to know the child and their family, helping the child to learn in a way that suits them, changing their nappy when needed, playing and talking with them, keeping them clean, wanting them to be happy and giving them cuddles when needed. Parents comment that they are very happy with the standard of care that their children receive and the level of their child's happiness, helping them to feel that their children are safe and secure. Parents share information with staff about their child's care needs, interests and achievements on entry to the setting through 'all about me' forms. This enables staff to appropriately support the child's needs and provide for their interests from the outset. As a result, children have strong and secure emotional attachments with the staff. This enables them to enjoy their time and make good progress in all areas of their development and learning, in a safe and secure environment. Similarly, moves between rooms within the setting and on to school are equally well supported, in partnership with parents and the new key person or teacher. Children move onto the next room within the setting when they are considered to be developmentally ready, rather

than when they reach a specific age. This ensures that children's needs are consistently met very well.

Staff give a high priority to enabling children to develop their independence and self-help skills. This is because staff know the children well and recognise when they are ready to take responsibility, such as managing their own toileting and hygiene needs or putting on their own coats for outdoor play. Children are encouraged to have a positive attitude towards their abilities, as staff encourage the children to try something themselves before they intervene with support. This helps the children to develop positive attitudes, which extends their belief in their own abilities and enhances their self-esteem. Children put on their own coats and footwear for outdoor play and help to hand out cutlery at meal times. An understanding of the importance of hygiene is fostered from an early age, through hand washing being incorporated in the daily routine after using the bathroom, going outside and before snacks or meals. Older children independently wash their hands in the bathroom before meals and toddlers use individual flannels. However, there is scope to develop this area of practice, through enabling the toddlers to use the bathroom to wash their hands, to support them in readiness for their imminent move into the pre-school room. Staff create a very inspiring and enabling learning environment for all ages. High-quality toys and equipment are in good order and are easy for children to find. All areas of the premises are clean, safe and secure with staff attentive in promoting a safe environment. The learning environment enables children of all ages to independently select resources of their choice, supporting them to extend their play and their developing imagination. Displays celebrate children's creativity and the many photographs in their learning journeys show them engaged in activities, celebrating the skills they have used and the learning gained from these experiences.

Positive behaviour is highly evident and children happily play together in this calm and caring environment. This is because the staff understand the importance of ensuring that children are stimulated and actively engaged in play, to prevent them from becoming bored, and to support the children in working together. Children are reminded about respecting others through using their kind hands, sharing and taking turns; and these ideals are reinforced throughout the sessions. Staff provide very good role models in being kind and respectful to one another and actively encourage children to be sensitive towards others. This results in children being polite and respectful, and confident to communicate their ideas with others. These personal skills in managing their emotions and developing positive relationships support children well towards the next stage of their learning, such as school.

Children of all ages enjoy daily fresh air and exercise, developing physical skills and confidence as they enthusiastically play in the well-equipped outdoor area, in all weathers. There are separate areas for the younger and older children, enabling the provision of resources to meet their different levels of physical skills and promote their safety. Staff use the outdoors to support children in understanding the benefits of exercise and the effects that this has upon their bodies. For example, an obstacle course is set up, including a wide range of resources to use different skills. This includes a slide for children to practise climbing up steps, tyres to climb through or throw a ball into, stepping stones to jump or balance on, and space hoppers to bounce and balance on. They enthusiastically join in, eager to try out each of the different challenges. Staff ask children

to think about how their body feels after using them. Awareness of how to keep themselves safe is also promoted during activities, such as these, through reminders about not to walk up the slide or that when climbing on the tyres, they may be wet as the rain makes them slippery. Toddlers who are based in the upstairs rooms are taught how to get downstairs safely and this is evidently reinforced daily as they clearly know the routine and what is expected of them, being reminded of how to do this safely to prevent them falling. Involvement in quarterly fire drills also promotes children's understanding of how to stay safe in an emergency. Through these opportunities, children are made aware of safety risks and have opportunities to take risks safely, under adult supervision, supporting them in understanding how to keep themselves safe. Snacks and meals are freshly prepared and cooked on the premises and are nutritionally balanced to ensure that children benefit from a healthy diet. Staff support children well in understanding the importance of a healthy diet through discussions about healthy food choices. Snacks are provided during the morning and afternoon, which means that children are well nourished, maintaining their energy levels throughout the day. Staff monitor children's food and drink intake, and share with parents verbally, or through daily diaries what their child has eaten or drank.

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

The management team have a good understanding of their roles and responsibilities, ensuring that the setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of policies and procedures, risk assessments and safety measures are all in place, implemented by staff and monitored by management. These help to ensure that all areas of the setting both indoors and outdoors are free from hazards. Appropriate systems are in place to record medication administered and any accidents or injuries of children or staff. Regular fire drills are conducted and fire safety has recently been reviewed by a fire officer, ensuring that the setting is fully meeting the requirements. Management ensure that accurate staffing ratios are met, in order that children are appropriately supervised at all times, keeping them safe from harm. Policies and procedures are shared with parents when starting in the setting and are available in group rooms at all times. In addition, some of the main policies and procedures, such as the complaints procedure are displayed on notice boards for parent's continual reference. Staff knowledge of the safeguarding procedures is strong, gained through recent training and through management frequently testing their knowledge. Staff have a clear understanding of their role and duty to report any concerns they may have about children in their care. The written safeguarding policy contains detailed information of the procedures to follow should any concerns about a child be identified and include the procedure to follow if an allegation is made against a member of staff in the setting. Thorough recruitment procedures are in place to ensure that new staff are suitably qualified and vetted. On appointment, a detailed induction process is carried out, supporting new staff to settle into the setting and enabling them to fully understand their roles and responsibilities. All of these measures, ensure that effective steps are taken to minimise risks and to keep children safe, healthy and secure.

Staff benefit from established supervision and appraisal processes, which are used to

identify their achievements, provide identified support, highlight training and meet their development needs. Observations of staff practice are carried out by the manager who has a good understanding of the strengths of individual staff members and areas of their practice they could develop further. Plans are in place to develop these into peer observations, to enable staff to review and reflect on the quality of their own and other's teaching. Staff have all recently received training in safeguarding and first aid, and attend additional courses provided by the local authority, when these are available. Management source training from external providers, such as first aid training, which they also enable parents to attend, if they wish. It is evident that staff training has had a very positive impact upon the setting, as staff demonstrate how they have put ideas they have gained, into practice. For example, recent training on meeting the specific needs of two-year-old children has resulted in staff developing a greater understanding of their behaviour and learning needs. This has had a positive impact on the way that the environment and activities are planned, to better meet their needs. The addition of a practitioner who is qualified to level 5 and has extensive experience in staff training, has benefitted the setting as she has been able to use her expertise to plan and deliver safeguarding training, consulting local authority officers to ensure that this meets the local safeguarding board requirements. Meetings with other local providers attended by the manager, provide opportunities to share new ideas and has contributed to further developments, such as the introduction of a mud kitchen in the outdoor area. Evaluation of the setting's strengths and areas for development is ongoing and involves contributions from staff, parents and children.

Following the last inspection, staff worked very hard as a team to plan how they would overcome the identified weaknesses in the provision. As a result, considerable improvements have been made, resulting in all of the previous actions and recommendations being very well met. This has benefitted the children greatly, as improved planning and assessment is supporting them in making good, steady progress. In addition, team work and staff morale is heightened, developing staff satisfaction in their roles and the children's achievement. Parents have been invited to share their views through parent meetings and can share their opinions verbally at any time, as the setting has an open-door policy. An ongoing improvement plan is in place, which all staff contribute to in their aspiration to continuously improve the quality of the provision. This reflects the enthusiasm and commitment of the staff team, to provide the best possible provision for the children they care for. The manager monitors the progress of all of the children attending the setting, using a local authority computerised system. This enables her to identify whether the progress they are making is appropriate and there are areas of learning which need to be developed, such as individual children needing additional support. The management team are highly involved within the childcare rooms, engaging in play with the children, modelling good practice to the staff and ensuring that the environment and the planning in place are supporting the children to make the best possible progress in their learning and development.

Partnerships with parents are well established, enabling staff and parents to work together to support the care and learning needs of the children throughout their time in the setting. Parents are happy with the level of care that their children receive and the progress they are making in their learning and development. Daily written and verbal information is shared with the parents of babies and toddlers. In the older children's room, verbal



information is shared each day. This ensures that a two-way flow of information is encouraged between parents and staff on a daily basis, keeping everyone informed and up to date about children's needs. Parents receive newsletters, have a range of information available through notice boards, are welcome to share their child's learning journal at any time and are updated regularly on their children's progress. Parents are welcomed to attend meetings to share their views on the setting and to share any skills they have. For example, parents with computer skills produce the parent newsletters, using their skills and enabling staff to concentrate their time on other areas for development. Effective partnerships with external agencies and local schools are also well established and contribute securely to meeting children's needs. Staff work well with the area special educational needs coordinator and speech and language therapists, to support children who have additional learning or communication needs. Teachers are invited to meet those nursery children who will shortly be transferring to school, enabling information to be shared about individual children's personalities and needs. In addition, staff and children attend sports days at the local schools, providing opportunities to support children who will soon be moving on to schools to become familiar with the new environment. Good partnerships have developed between staff and other settings which children attend and some information is shared verbally. There is scope however, to develop this further, through sharing more detailed information, such as progress summaries or focussed next steps, with parental consent.

## 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>	EY451470
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	966179
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Cherubs and Imps Ltd
<b>Date of previous inspection</b>	05/09/2013
<b>Telephone number</b>	01260 297690

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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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