

# Little Cherubs Day Nursery

92 Broad Street, Chesham, Buckinghamshire, HP5 3ED

## Inspection date

Previous inspection date

30/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Well-organised deployment of staff allows time and space for regular information on progress and care needs to be shared. This ensures a strong continuity between home and the nursery.
- Children are regularly assessed on their abilities and skills and sensitively supported to move on to the next stage in their development. As a result, children progress well and school readiness is promoted.
- There are robust safeguarding measures in place to protect children.
- Well-established partnerships with parents and specialist outside agencies foster a culture of continuous improvement and provide children with good support as needed.

### It is not yet outstanding because

- On occasions, staff step in too quickly to support children, rather than letting children be as independent as possible.
- Children do not always receive clear explanations for what they are expected to do.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's activities in all the rooms used and outside.
- The inspector carried out a joint observation with the deputy manager and held discussions with members of staff.
- The inspector sampled the setting's documentation including policies, learning journals, handbooks and registers.
- The inspector took account of the views of parents through recently completed surveys, emails and discussions on the day.
- The inspector saw evidence of the suitability of all persons working unsupervised with children on the premises and other documentation in relation to safeguarding and welfare requirements.

## Inspector

Rachel Pepper

## Full report

### Information about the setting

The nursery registered in 2014. The nursery has the use of two floors and there is easy access to toilet and hand washing facilities on both floors. There are separate areas for the preschool children, two-year-olds, one-year-olds and babies. There is a secure garden and a courtyard available for outdoor play. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 71 children on roll in the early years age range. The nursery opens from 7.30am to 6.30pm Monday to Friday for 51 weeks of the year. It is in receipt of funding for the provision of free early years education for two-, three- and four-year-olds. There are currently 17 staff, of whom 10 hold early years qualifications at level three or four, and three are qualified to degree level. A chef is also employed. The nursery 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:

- find even more opportunities to develop children's independence and self-help skills
- enhance further children's understanding of how to keep themselves safe by giving them simple explanations for the rules.

### Inspection judgements

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

The staff in this nursery have a good understanding of the Early Years Foundation Stage. They plan challenging and enjoyable activities suitable for the various ages of children who attend. This achieve this through using separate areas for each age group and moving children into the next group when it is felt that they are ready. Children are assessed on their stage of development and supported to progress in line with their abilities. This means that children's individual needs are met well and they are motivated in their learning. All children enjoy activities and resources across the prime areas of learning. For example, children listen to stories and predict what will happen next, challenging their thinking. Staff make good use of open questions to encourage children to think imaginatively. For example, they ask , 'What sound do you think the mud will make?' during the story about a bear hunt. Children are given time to think and give an answer, promoting their listening and speaking skills. During action songs they hop like bunnies and snap like crocodiles, and staff are praise them for their achievements. Children use hand movements to demonstrate how their hedgehog is very prickly and a crab is very nippy. Children are encouraged to clap themselves after for doing so well, raising their self esteem. Babies examine shakers containing a selection of ingredients such as rice and

cereals, and use these to explore levels of sound. Staff engage children in purposeful dialogue throughout the day and model language and correct pronunciation, supporting their communication and language development. Furthermore, this helps children with additional needs, such as a speech delay, to progress well. Younger children climb into and out of the balls in the beach room, attempting to balance on the ramp. They have the confidence to repeat their attempts and, with staff nearby ready to support them. They develop coordination as they attempt more precise, smaller movements as they dig in the large indoor sand pit, using a wide variety of tools.

The equipment and resources available are well maintained and suitable for all the ages of children attending. Children often have the freedom to choose to play in the outdoor area, which offers further challenge to support their development. For example, children blow into tubes and they laugh with their peers at the different sounds that they make. They ride bikes, climb the steps of the slide and crawl through the caterpillar tunnel. Crates and tyres are also readily available for them to use, supporting their developing physical abilities. Children are given time to practise and reinforce what they have learnt. This is achieved through a good balance of adult-led and child-initiated play, using resources that are freely available to follow their interests.

Older children enjoy more structured activities twice a day, to prepare them for school. For example, children compare a variety of teacups, pens and animals and are encouraged to sort them into the correct order of size. This introduces them to early mathematics through the use of properties and comparison. Staff introduce describing words such as 'skinny', 'thick' and 'long', supporting children's developing vocabulary. They talk about what they think each cup would be used for when asked and staff praise them for their suggestions. Children collect their name to register on arrival and identify their own named place mats. A celebrations board encourages children to achieve further. Writing tools and materials, such as variously sized boxes are freely available for children to use. This allows them to practise their writing and use their developing imagination. Children access the cloakroom and toilets as required through an adjoining area, promoting their independence. As a result, children are being supported in becoming ready for the next stage in their development and school readiness is promoted well.

Staff regularly make short observations on each child and carry out a more detailed one each month. They plan next steps for learning from these and are able to assess the support each child needs through identifying current abilities and knowledge. The next steps are incorporated within the weekly plans displayed in each room. These can then be evaluated to ensure that children are making good progress. The progress check for two-year-old children assists staff in identifying any areas that children may not be progressing as well. This information is used to devise future plans or determine if additional support is needed. Partnership with parents is strong and they are fully informed of children's activities and learning while at the nursery. This is achieved through daily discussions with staff. The deployment of staff is well organised and the benefit of a high staff to child ratio allows time and space for this to be achieved. Children's memory books are sent home each month. These are books that include pictures of children's experiences and suggest ideas about how activities can be extended. Parents' comments are also welcomed. As a result, there is a strong continuity between home and the nursery.

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

Children enjoy their time at the nursery and develop secure attachments to the staff. The key-person system in the nursery is well established and is tailored to match children's individual needs. Where a child develops a bond with a particular adult, that person becomes the child's key person. Once each child is settled, the key-person and parents complete a new starter report. This helps to ascertain children's current stage of development and establish a starting point to work from. A similar settling-in process is repeated when children move up to the next room, so that children's needs are always met well and their learning is not interrupted.

On starting at the nursery parents complete an information sheet all about their child. This details information on children's likes, dislikes, sleep routines, care needs and family structure. This means that children's individual needs are met well. For easy reference, important information is laminated and displayed on the cupboards. As a result, all staff, including any agency staff who may attend, are fully aware of children's needs. A well thought-out system offers children flexibility as they gradually increase their hours over a three-week period until they are settled. Staff welcome parents to stay for as long as they wish, and offer parents further support through phone calls or by sending them pictures of their child.

A secure closed-circuit television system allows parents secure online access to view their child for the hours that they attend; this provides additional reassurance to ease parents' concerns. The cameras are focused away from intimate areas of care and the system benefits from a time-out feature, to further safeguard children. Parents comment favourably on these measures, saying that they put their minds at rest. This strengthens the partnership between the nursery and home, offering continuity for each child.

Children enjoy the activities on offer each day and are aware of what happens next, showing familiarity with the daily routines. All rooms have quiet cosy areas and dens to allow children places to rest or relax. The babies' room and sleep area benefit from under-floor heating, and a black and white visual area creates a more nurturing environment. However, younger children are unable to access the cloakroom facilities. This means that staff collect children's belongings for them, and as a result, they occasionally miss opportunities to promote children's independence; by encouraging children to put shoes on for themselves, for example.

Staff promote children's understanding of a healthy lifestyle as they offer them healthy, balanced and nutritious snacks and meals. These are freshly prepared daily on the premises by the resident chef. Menus are developed with the input of a paediatric dietician. The nursery has recently been awarded a five star food hygiene rating. Children enjoy, for example, a cheesy pasta dish for lunch, with a light tea of sandwiches salad and vegetables. Many children serve themselves food and drink, although at times members of staff do this for them, limiting the opportunities to promote independence fully. All staff, including the chef, are made fully aware of any dietary requirements or allergies of the children attending. In addition to laminated notes on all cupboards, individual placemats

detail this information, to protect the children from adverse reactions. In addition, staff have received full training to administer the required medication, should any incident occur, so that children are kept safe.

Children are developing a strong understanding of why they need to have good personal hygiene routines as they wash their hands before meals and after messy play. Staff adopt safe hygiene practices and reduce the risk of contamination or spread of germs, for example, as they wash their hands between applying sun cream to each child and wear gloves for daily tasks such as changing nappies.

Children enjoy regular fresh air and exercise as access to the outdoor courtyard and garden is incorporated into the planning for each room. Children wear appropriate clothing so that they can enjoy playing outside in all weathers, and staff use changes in the weather as opportunities for learning. For example, children wear raincoats and boots to run in a sudden heavy downpour and enjoy splashing in the appearing puddles. Children delight in this new experience and play well together, running in and out of the water. Children also take part in outings to the local facilities such as the park or library, both within walking distance due to the convenient location of the nursery. This gives them exercise and it promotes their understanding of the wider community and their place within it.

Children behave well. Staff use frequent praise and encouragement and they reward children with stickers, to raise children's self-esteem and encourage positive behaviour. This supports children's personal, social and emotional development. Staff encourage children to sit and listen to the contributions that others make to discussions, so that children develop good listening and attention skills. This supports them well for their future learning. Staff remind children to share and take turns, supporting their social development. They also encourage children to help with tidying away toys, introducing children to having responsibility. Children are beginning to gain awareness about how to keep themselves and others safe, as they move indoors and outdoors, and handle tools and equipment. Staff remind them, for example, not to climb on tables, or to put too much food into their mouths, and they ask children to drink their water and have sun cream applied when it is hot. There are regular fire drills to ensure that all children and adults know what to do should an emergency occur. Occasionally, however, staff do not explain clearly to children why these things are important, which limits children's understanding of the rules.

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

The safeguarding and welfare requirements are robustly met at this nursery. A secure system ensures that no unauthorised person can gain entrance to the nursery and children cannot leave the nursery unsupervised. As an extra precaution, a member of the management team is always situated in the office entrance area. Detailed, daily risk assessments for each area are carried out, allowing for regular evaluations of the safety measures in place. All required policies are in place and implemented consistently and

they include the safe use of mobile phones and cameras. Personal phones remain in the entrance at all times that staff are working, further safeguarding both staff and children. The manager has robust systems in place to record and respond to complaints.

The provider has robust recruitment procedures in place to help ensure staff are suitable to work with children. This includes carrying out required checks with the Disclosure and Barring Service and obtaining original references and identity checks. All new employees follow an intense induction process before they start working with children, to ensure that they are fully aware of their responsibilities and informed of the nursery's policies and procedures. All new members of staff are then placed on a six-month probation period. Staff supervision is thorough to ensure that staff remain suitable for their roles. All staff are aware of what to do in the event that they have a concern for a child at the nursery and what to do if an allegation is made against another staff member. Staff are reminded of the procedures to follow by the many flowcharts on display. The nursery currently has two designated lead personnel for child protection issues and they reinforce and refresh the knowledge of all staff in regular monthly staff meetings. The majority of staff have had first-aid training so that they understand how to deal with minor injuries to promote children's good health.

Members of the management team at the nursery are extremely enthusiastic and determined to provide high quality learning experiences for children. They provide an effective professional development programme, to support staff members to complete further training and improve their knowledge and skills. Staff who display an interest in a particular area are supported to develop their knowledge and skills. As a result, the nursery currently has two staff trained in special educational needs. This raises the level of expertise and support that they can offer children. The provider and deputy manager monitor the progress of all children to identify and close any gaps in children's learning. They regularly reflect on practice with staff and have completed a full self-evaluation to identify the strengths and weaknesses of the provision. As a result, they have an action plan that is being implemented throughout the nursery. This plan is updated monthly at the meetings held with staff, with the key focus on improving the provision to raise outcomes for children continuously.

Partnerships with parents are strong in all areas. Staff invite parents' views on all aspects of the service that they provide, through distributing regular surveys and newsletters and in daily discussions. As a result of parents' feedback, changes have already been made. For example, for example, management has purchased a slide for the outdoor area and reduced the amount of sweet desserts offered to the babies. This demonstrates how parents' input is valued. Staff also carefully note children's interests and include these routinely in the provision, so that children learn their views are heard and valued.

Staff have been proactive in establishing valuable links with other early years providers and outside agencies, including local schools, the children's centre and social services. They also work closely with the inclusion team at Buckingham county council and health professionals such as speech and language therapists. This gives them access to specialised support as needed for any children in their care. As a result, all children are supported to make good progress in their learning and development.

### **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>	EY472241
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	950006
<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>	74
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Ollie Owl Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01494 778767

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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