

# Cherubs Kindergarten

Chapel Cottage, 18 Cragg Hill, Horsforth, Leeds, West Yorkshire, LS18 4NU

<b>Inspection date</b>	10/07/2014
Previous inspection date	23/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Effective planning provides children with a broad range of exciting and stimulating activities that builds on their individual interests and learning needs. As a result, they consistently make good progress in relation to their starting points.
- The manager and her staff team demonstrate a strong drive to review and improve their practice. As a result, a good quality setting has been created which reflects the needs and interests of all children.
- Children are safeguarded and fully protected from harm. This is because all staff have been checked and are suitable to work with children and fully understand their role and responsibility in protecting children.
- Children's needs are quickly identified and very well met through the robust and effective partnerships between parents and external agencies and services.

### It is not yet outstanding because

- There is room to increase children's awareness of numbers within the outdoor environment, to further extend their mathematical skills.
- There is scope to improve the outdoor space as children are not consistently able to access an extended range of resources, particularly for the development of language skills.

## **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 spoke to children and observed them in the main hall and outdoor area.
- The inspector completed a joint observation with the manager, held a meeting with the manager and nominated person and spoke to staff throughout the inspection.
- The inspector looked at evidence of staffs' suitability, records and a sample of documentation relating to children's learning and development, care, health and safety.
- The inspector spoke to parents and carers at the inspection and took their views into account.

## **Inspector**

Sian Campbell

## Full report

### Information about the setting

Cherubs Kindergarten opened in 1992 and operates as a family business from a converted chapel in Horsforth, a residential area of Leeds. There are schools, parks, shops and public transport links in the local area. Children have access to an enclosed outdoor area. The setting is open each weekday from 8am to 6pm, all year round, except bank holidays. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 63 children on roll in the early years age range, some in part-time places. The setting also offers care to children aged over five years to 11 years. There are currently three children in this age range on roll. The nursery receives funding for the provision of free early education, for three- and four-year-old children. The setting supports children with special educational needs and/or disabilities. The setting operates in line with the Montessori educational philosophy. There are 12 members of staff employed at the setting. Of these, all hold early years qualifications to at least level 2. Seven members of staff hold a qualification at level 3 and two are working towards level 3. The nursery proprietor holds a Montessori teaching qualification. The manager holds an early years foundation degree.

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

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

- enhance the outdoor learning environment to include more opportunities for children to access, see and make use of numbers, in order to build on their mathematical skills through every day activities
- enhance the opportunities that children have when playing outside, for example, by extending the range of literacy resources to develop their language skills.

### Inspection judgements

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

Children are happy and settled in this friendly, welcoming setting. Staff have a good knowledge and understanding of the Early Years Foundation Stage and as a result, children are well supported in their learning and development. Before children start at the setting, staff obtain information from parents about children's preferences and capabilities. Staff also carry out initial assessments by observing children when they first start to attend. This information is then used to plan for children's starting points. Consequently, children settle well into the setting and are provided with activities that interest them from the start. Planning is good and is based on the individual needs and interests of children.

Observation, assessment and planning systems are effectively in place and cover all seven areas of learning. Staff are fully committed to planning for children's next steps in order to challenge them and help them make good progress in their development. Subsequently, all children are making good progress given their starting points. They develop positive dispositions which lay the foundation for becoming lifelong successful learners. Generally, staff support children well as they play. They sit alongside them in the main room to build houses and garages. They engage in open-ended questioning to support the communication and language development of children. Staff ensure that they are always at the child's level and take time to talk with children. For example, staff encourage and talk to children as they build models, in order to extend their vocabulary and share their understanding of structures and buildings. Additionally, a good range of singing and rhymes further enhance the language skills of children inside the setting. However, there is scope to develop the outdoor area to support even further children's language development by including a range of literacy resources.

Staff are motivated and committed to ensure each child is offered appropriate care, and supported effectively throughout their time at the setting. As a result, children feel happy, settled and make good progress in their learning and development. They are interested and enthusiastic in their play. Each child has their own development file, which is shared with parents to help them understand how well their child is progressing. Activities and ideas are shared between the key person and parents, encouraging them to build upon experiences in the setting. This enables parents to be actively involved and continue their child's learning experiences at home. Parents are enthusiastic about their children's progress. Children are active learners. They are self-motivated and play with their chosen toys and activities effectively, showing a developing level of independence. Children engage well in imaginative play. For example, they thoroughly enjoy creating a game of going on a mini-beast hunt in the outdoor area. They enthusiastically describe creatures from their imagination and lead staff around the outdoor area to share their experience. Staff encourage children to describe the mini-beasts and creatures they have found, introducing mathematical language associated with counting and shape. Throughout the activity children are talking to staff about what they are doing. However, there is scope to develop the outdoor area to ensure children are able to see and recognise numbers to develop further their mathematical skills.

There is a good balance of play both inside and outside. Children particularly enjoy exploring with jelly, in the outdoor area. Staff engage them as they explore texture and temperature. Staff provide a range of activities for individual children. For example, children learn how to negotiate space by controlling wheeled vehicles and running. They have opportunities to climb on a small scale on the ladders of a small slide. This helps to enhance children's physical skills while enjoying the fresh air. Inside, children build with construction sets and play imaginatively with the small world resources. They are engrossed as they play with the farm, and staff provide additional resources to extend their interest and play.

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

Children settle quickly because staff provide toys and resources that they know children enjoy playing with, while meeting their care and learning needs. This is because staff sensitively discuss and record in detail, children's overall needs and starting points with parents. Children form warm and secure attachments with their key person and other staff and are happy and engaged in their play. This helps to promote their emotional well-being. Parents are kept up to date with their child's progress and care needs. This is successfully achieved by daily discussions and access to their child's development file, with opportunities to contribute to recording information about their child. The setting has developed good links with the local schools and they liaise with reception staff to support children as they move into school. The transition from setting to school is effectively planned and children receive good support from their key person to help them with this move. Staff accompany children on visits to the Reception class. This supports children's all round progress well.

Staff promote healthy lifestyles because they plan daily activities that promote healthy eating, drinking and regular physical exercise. Staff ensure that all children have daily access to fresh air and support children to select the equipment they would like to use outside, promoting independence. Children know the routine and wash their hands before sitting together for a snack. They develop a range of skills, which help to promote their understanding of personal hygiene and self-care. For example, children are aware of why they should wash their hands before eating, 'to get rid of the germs.' They sit in small groups and enjoy healthy snacks, such as fruit and cheese. They talk amongst themselves, promoting their socialising skills very well. Staff sit with children at mealtimes, to help children develop an understanding of the importance of healthy eating by talking about the food they are eating.

Children play in a calm, relaxed environment and show consideration for one another. Children's behaviour is good because staff constantly praise children's efforts and promote positive reinforcement of clear rules and boundaries. This promotes children's self-confidence and self-esteem. Staff gently remind and support younger children to share toys and to tidy up, offering praise and encouragement for their efforts and achievements. Consequently, children have a willingness to join in, gain positive self-esteem and develop an understanding of responsibility. Children play and learn in a safe environment, as staff complete daily safety checks of the indoor and outdoor play areas. Staff deploy themselves very well within the indoor and outdoor environments, to ensure that children are supervised and kept safe. Staff follow effective procedures to deal with any accidents appropriately. Robust medication procedures are in place to help staff ensure children are kept protected. All information is recorded and shared with parents in a confidential way.

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

The owner, manager and staff team have developed a good-quality setting, which is welcoming, stimulating and safe. All staff fully understand their roles and responsibilities in safeguarding children and ensure all necessary steps are taken to keep them safe and well. For example, doors leading into the setting room are locked and a finger print

recognition system is in operation on the main entrance door. Measures are taken to ensure children are safe and secure at all times. Necessary checks are carried out to ensure all staff and other adults in daily contact with children are suitable to do so and any concerns regarding children's welfare are managed effectively. Effective induction and mentoring arrangements, together with clear written policies and procedures, further protect children and ensure they enjoy their learning experience and grow in confidence. All areas accessed by children are free from hazards and the staff team ensure effective risk assessments are carried out daily to keep children safe from harm. Risk assessments are reviewed constantly and action is taken, if required, to maintain safety.

The manager has a good understanding of her role in monitoring the delivery of the educational programmes. She spends time working alongside staff in the main room to support their observations and assessments of children. She gains a good insight into what is working well. As a result, areas for improvement are identified, taking into account the views of parents, staff and children. Observation, assessment and planning documentation is monitored to make sure it is precise, accurate and displays a clear example of children's skills, abilities and progress. The manager maintains a comprehensive overview of progress tracking documentation. Ongoing staff development is encouraged through well-considered and purposeful staff supervision. Support is given to staff to undertake further training and share new knowledge with their colleagues when appropriate.

Partnerships with parents and external agencies are well-established and make a strong contribution to meeting children's needs. The key-person information is displayed and children's individual learning journey files are accessible on a daily basis for parents. Daily contact by parents enables them to share information, so staff keep updated on any changes. Parents comment that they are very happy with the setting. They feel that children are making progress, are happy and content. Parents have regular newsletters and information sheets, ensuring they are kept informed about what is happening in the setting. The entrance hall area provides good-quality information for parents. This ensures they are kept up to date with key events and are effectively sign posted to external agencies and services. The manager and her staff team have been proactive in their approach to share information with other providers when children attend other settings. For example, learning and development information is effectively shared when children move onto school.

### **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>	319363
<b>Local authority</b>	Leeds
<b>Inspection number</b>	872070
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	36
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Sandra Morgan
<b>Date of previous inspection</b>	23/02/2011
<b>Telephone number</b>	0113 2591539

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

