

# Cheeky Cherubs Day Nursery

Alcombe Childrens Centre, Stephenson's Road, Minehead, TA24 5EB

## Inspection date

07/08/2014

Previous inspection date

13/08/2013

## The quality and standards of the early years provision

**This inspection:**

4

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	4
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## The quality and standards of the early years provision

### This provision is inadequate

- The management fail to carry out sufficiently robust risk assessments to keep children from leaving the premises unsupervised while workmen are present.
- Staff do not have a thorough enough knowledge of the risk assessments to ensure sufficient ratios keep children safe while using the garden.
- Staff are not sufficiently vigilant in managing children's movements between the indoor and outside environments to keep children safe at all times.
- Staff sometimes miss opportunities to support older children in their mathematical development fully.

### It has the following strengths

- Staff carry out good observations and assessments to enable them to plan for children's individual learning and development needs.
- Children become confident, independent learners through staff's good support for their personal, social and emotional development.
- Staff have effective partnerships with parents, other providers and outside agencies to ensure all children, including those with special educational needs and/or disabilities, make good progress.

## **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 observed activities indoors and outside.
- The inspector carried out a joint observation with the acting deputy in the absence of the manager.
- The inspector checked safeguarding information and the premises.
- The inspector took account of the nursery's self-evaluation and comments from parents present on the day of the inspection.
- The inspector sampled documentation, including policies and procedures, children's developmental records and planning.

## **Inspector**

Elaine Douglas

## **Full report**

### **Information about the setting**

Cheeky Cherubs Day Nursery re-registered in 2006 when it moved to its new premises within Alcombe Children's Centre, Minehead, Somerset. It is a privately owned nursery. There is a large main playroom divided into three areas for different age ranges. The under and over threes have access to their own outside adjoining play area and have separate sleep rooms. The nursery has its own office, kitchen and sensory room. In addition, they have use of other facilities, such as adult toilets and a variety of family and training rooms within the adjacent children's centre. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 117 on roll in the early years age group. The nursery opens from 7.30am to 6pm, Monday to Friday all year round. They also provide a holiday club for older children at specific times of the year. There is an additional crche registration. The nursery receives funding to provide free early education for children aged two, three and four years. Staff support children with special educational needs and/or disabilities and children learning English as an additional language. The owner/manager has an early years qualification at level 4 and the deputy holds a qualification at level 5. One member of staff has qualified teacher status and nine staff hold a childcare qualification at level 3. Six staff have a childcare qualification at level 2 and six staff are working towards a relevant childcare qualification.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure the risk assessments are regularly reviewed to identify the action to take to minimise or manage any risks, with particular regard for using the garden when workmen are present
- ensure staff are knowledgeable about risk assessments and follow additional safety procedures with regard to ratios in the garden to keep children safe.

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

- improve staff knowledge of how to further support children's mathematical development, for example by helping older children to recognise the differences in shapes.

## Inspection judgements

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

Staff have a good understanding of how to promote children's learning and development. Parents spend time with their child's key person contributing good information so that staff get to know the children's starting points. This means they have a thorough understanding of children's learning and development needs from the start. Staff regularly observe the children and share the information with parents so that they can support learning at home. These effective observations enable staff to plan for each of their key children, using the children's interests to motivate them to learn. Staff continue to observe and adapt activities throughout the session, supporting child-initiated learning and adding new ideas. This ensures that the educational programme provides interesting and challenging activities that meets the needs of all the children. Consequently, all children, including those with special educational needs and/or disabilities, make good progress in their learning and development.

Staff provide good support for children's key areas of development, particularly their personal, social and emotional development. For example, children helped to set the table for snack, and used words and sign to show good manners. They poured their own drinks and older children cut their fruit. Older children used the toilet independently, and disposed of tissues after wiping their nose. Staff respond to babies' babbling and provide good role models so that older children engage in conversations together. They talk about places in the community they have been to, for example. Staff repeat words with children with special educational needs and/or disabilities, and toddlers. They use words with actions and demonstrate their instructions, giving real context to their meaning. Children of all ages enjoy stories and rhymes, selecting their favourites in a group or individually with staff. Staff plan good activities and resources to support children's physical development. Babies climbed on low-level equipment and moved themselves around the furniture for example. Toddlers manipulated rolling pins on dough and older children chased after the remote-control cars they were operating. Staff supported children well in working out solutions to problems, such as how to get one of the cars from under a storage unit. They encouraged the more able children to show others how to use equipment. In this way, children, learn from each other and gain good self-esteem. All of these skills prepare children well for their next stage of learning and school.

Staff extend children's learning by adding additional resources. For example, staff put washing-up liquid in the water tray and children used sponges to wash the playhouse windows. Staff used simple numbers with babies and toddlers and talked about having enough or needing more. However, staff occasionally miss opportunities to extend the older children's mathematical development. For example, when children stated that a rectangle is a triangle, staff did not encourage them to notice how many sides it has or compare the two shapes. Babies and toddlers explore using all their senses. Staff plan a range of sensory activities, such as babies' finger painting, toddlers playing with cooked spaghetti and pre-school children noticing the marks they make in foam. In the sensory room, toddlers were eager to explore sounds and lights. They noticed the beam of light from torches and rolled balls to turn the flashing lights on. Children enjoy their learning

and consequently, develop a positive attitude to wanting to develop new skills.

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

The provider fails to take all necessary steps to safeguard children's welfare and this compromises their well-being. For example, they did not give sufficient thought to the risks to children when a workman was using the garden side gate. In addition, staff from the pre-school failed to notice they had left two children in the garden when they went in for story time. Only one member of staff was in the babies' garden and although she could see the children, she was unable to prevent one of them from leaving the premises. As a result, these weaknesses put a child at risk. Precautions to prevent a reoccurrence of such an event are inadequate. Therefore, children's well-being is still compromised.

All staff attend safeguarding training, with senior staff attending a higher level. As a result, they have a secure knowledge of procedures to follow should they have a concern a child is at risk. Staff involve older children in creating boundaries and behaviour expectations so that most children understand about safe practices. Children use activities and daily routines for children to learn to use a wide range of tools, such as scissors and knives. Staff demonstrate how to place a piece of apple on the flat side to make it easier to cut for example. This also promotes children's awareness of minimising risks. Children enjoy nutritional meals and snacks, made fresh on the premises. They know to wash their hands before eating and afterwards to prevent toys getting sticky and unhygienic. Children operate a water dispenser to have a drink at any time so they do not get thirsty. They develop appropriate practices to protect themselves from the sun, such as wearing hats and sunscreen, and keeping in the shade.

Staff organise the environment well to enable children to make independent choices and initiate their own learning. For example, children get watering cans, fill them with water, and use it on the plants. Staff label the low-level containers with words and pictures so that children of all abilities can access the resources. For the majority of the day, mobile children are able to move freely between the indoor and outdoor environments, choosing where they prefer to learn. This also promotes their awareness of the importance of exercise, as they climb, balance and move around with control and coordination. Babies also have daily opportunities to be outdoors.

Children are pleased to see their key person and develop strong relationships. Every month children's key person meets with their parents to share information on what makes the child unique. This helps to ensure that staff meet children's individual care and learning needs. Staff celebrate children's achievements both at the nursery and from home. Parents comment that their children settle very quickly because the staff know their children extremely well. Staff involve parents in preparing their children to move on to the next room. The child's new key person meets with the previous one to exchange information and the child gradually visits their new surroundings until they feel emotionally secure. This prepares them well for moving onto another setting or school.

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

The inspection took place following a notification from the provider that a child had left the premises but remained within sight of staff. The notification means that the provider meets the requirement for keeping Ofsted informed of any significant events. However, the inspection found that although the child had been seen to leave by a member of staff it was a member of the children centre staff who brought the child back, not nursery staff. The manager had not carried out sufficiently robust risk assessments to keep children safe at all times or updated them when the need arose. This is a breach of the safeguarding and welfare requirement and puts children at risk. For example, they relied on a workman keeping the gate closed and although the gate leads to another garden they had not considered the risks of a child being able to trigger an automatic door to the exit. This also means the provider does not meet all the requirements of the Childcare Register. In addition, although their risk assessments state that when workmen are present there must be a minimum of two staff in the garden at all times, only one member of staff was in the garden at the time of the incident. This means that staff have insufficient knowledge of how staffing arrangements help to ensure children's safety.

This inspection highlights insufficient consideration to the seriousness of the incident. The manager failed to investigate the incident thoroughly but did hold a meeting with staff and put some measures in place to secure the premises. They now have a sign on the gate for it to be kept closed. However, this is still prone to human error, although the automatic door is now kept locked to prevent children exiting through the children's centre. Risks of other exit routes have not been assessed.

The management have a good understanding of their responsibilities in promoting children's learning and development. There are no breaches of the learning and development requirements. The management have good systems to monitor every child's development and identify any gaps in learning. This includes the required progress check for two-year-old children.

Staff have strong partnerships to promote children's care and learning. This includes dual placement meetings with other adults from settings children also attend. Parents can meet with their child's key person or the manager at any time and regularly see their children's development records. They comment positively on the exchange of information and the staff's sensitive support for their child and family. Staff work closely with other providers children may attend and together they monitor children's progress. They ensure a consistent approach through regular meetings and discussions. The special educational needs coordinator understands her responsibilities and ensures she supports staff and children. Staff implement recommendations from outside agencies and provide additional supervision and support for children with special educational needs and/or disabilities. As a result, they follow good individual educational plans and ensure all children can reach their full potential.

The management team regularly evaluate the provision to identify appropriate ways of improving their outcomes for children. The management carry out a thorough analysis of

the different areas of learning and different groups of children. Each term staff analyse their observations, which helps them to identify children's learning and development needs, plan effectively and identify any personal development. Staff are implementing a new software program to provide parents with more frequent information on their children's development. The manager uses team meetings to discuss safeguarding procedures and supervise new staff until they finish their induction and she completes all checks on their suitability. Senior staff regularly supervise their staff and they all take part in peer observations. This enables them to learn from each other, embed their practice and develop new skills.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment immediately, where the need arises and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).
- undertake a risk assessment immediately, where the need arises and ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY332508
<b>Local authority</b>	Somerset
<b>Inspection number</b>	984408
<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>	61
<b>Number of children on roll</b>	117
<b>Name of provider</b>	Joanne Buck
<b>Date of previous inspection</b>	13/08/2013
<b>Telephone number</b>	01643 700030

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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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