

Kerrie's Cherubs

45 Croft Road, Blyth, NE24 2EL

Inspection date

Previous inspection date

15/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Ineffective supervision, coaching and monitoring of staff results in poor quality of teaching and weak performance. Organisation of the school-run compromises continuity of care for younger children.
- Staff do not consistently identify and plan for children's interests. This means that, occasionally, children engage in activities that are mundane and do not challenge them or meet their individual learning needs.
- Some staff are not vigilant about hygiene routines at lunchtime, such as when children drop cutlery on the floor. This means that children's health and welfare are not promoted.
- There is scope for children to have more uninterrupted time to play and explore, or to become deeply involved in activities. This is with particular regard to the impact that the structured adult-led activity has on their enjoyment.
- Children's safety is compromised because staff do not ensure that non-prescribed medication administered to children is recorded appropriately.

It has the following strengths

- Staff are welcoming and friendly. As a result, children develop appropriate relationships with them and with each other.

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 viewed all areas of the premises and equipment and observed activities in the playrooms and the outside play area.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager, and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Eileen Grimes

Full report

Information about the setting

Kerrie's Cherubs was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Blyth in Northumberland. The group serves the local community. It operates from three main areas and there is an enclosed area available for outdoor play. The group employs seven members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The group operates Monday to Friday for 48 weeks of the year and is open from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 43 children on roll who are in the early years age group. The group provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- keep a written record each time non-prescribed medicine is administered to a child, to protect children's well-being
- improve staffing arrangements to ensure that continuity of care and children's learning are not compromised as a result of staff carrying out school runs so that every child's care is consistently tailored to meet their individual needs
- improve staff's knowledge of individual children's interests and next steps in learning, in order to understand their learning and development needs and plan suitably challenging and enjoyable experiences to enable them to make good progress
- promote the good health of children by ensuring appropriate hygiene procedures are observed, particularly in relation to cutlery at lunchtime.
- ensure children have more uninterrupted time and opportunity to play, explore and become deeply involved in activities, for example, by having choice about when to participate in adult-led activities.

Inspection judgements

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

While some staff members have a reasonable understanding of how children learn, the quality of teaching strategies used varies too much. Children are offered a balance of

learning opportunities indoors that cover the seven areas of learning. They are busy and generally enjoy their time at the group. They enjoy dressing up and staff encourage them to participate in role play. Children enjoy the small group story time at the end of the session. They join in singing familiar rhyming and number songs that support their language and mathematical progress. Children sit for some time happily playing with the cars and garage. However, some planned activities do not capture the children's interest as they are mundane and lack a good level of challenge. For example, a painting activity is not prepared, resulting in children sitting waiting, and there is no differentiation for children of various stages. The educational programme is not as strong in the outdoor environment. The group have an enclosed garden, which has some resources available. While children have great climbing or playing on the ride-on toys, there is little else to choose from. This is because the seven areas of learning are not always considered or planned for. Children spend time with a painting activity and enjoy some of the interaction from staff. However, all children complete this activity together and there is no opportunity for choice or to play uninterrupted. Staff do not maximise opportunities to develop children thinking and reasoning as they mix colours together or to extend learning opportunities as they investigate with different brushes and shapes.

Staff routinely observe and make assessments of the children. They use this information to monitor how the children are progressing, and development trackers are also used to support planning for children's next stage in learning. Children do make steady progress when considering their starting points, and most children's development is within the typical range of development for their age. Children are confident and approach the staff if they need assistance, and staff quickly respond to their requests. Children's communication, physical and personal needs are supported. These are all skills that contribute to supporting children in their next stage of learning and eventually school.

Staff provide parents with useful information in a daily diary about their children's ongoing progress and activities they have enjoyed. Children's development records are readily available for parents to view and contribute their own observations of their children, including special moments of achievement from home. Children's starting points are discussed with parents when they first attend, and this ensures staff can monitor children's progress and offer suitable learning opportunities. As a result of the positive communication systems in place with parents and with other early years providers that care for the children, children receive positive support and continuity in their learning.

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

Children arrive at the group and happily leave their parents. The group has settling-in procedures in place to help and support parents. However, although a key-person system is in place, the effectiveness of this is compromised when very young children are moved to another room to accommodate staffing arrangements, for example, when they need to collect children from school. This results in some children's emotional well-being not being supported by a familiar adult who knows them well. All staff members speak intuitively of the children in their care. Children have opportunities to develop the skills and attitudes needed for when they move up to school. For example, they are encouraged to use the bathroom independently and take care of their personal needs. They are encouraged to

communicate their thoughts and feelings. Children's independence is promoted throughout the group. For example, they are encouraged to put on own coats and shoes to go outside to play and to hang these up when returning inside.

Staff teach and support children's understanding of positive behaviour. They are calm and positive role models and are sensitive to children's individual needs. Children receive praise and generally their behaviour is good. They play in a welcoming environment. Children are encouraged to learn about personal safety. They understand to hold the handrail when walking up and down stairs and consider each other when riding bicycles. Children have a range of snacks and meals which are served together in a social environment. However, not all staff are vigilant about hygiene practices, such as when children drop cutlery. At times, this is picked up, rubbed on clothing and given back to children to use. Furthermore, on occasions children put their spoons in each other's mouths. This compromises children health and welfare.

Children feel a sense of belonging as they are greeted at the door by a member of staff. They make friends and benefit from seeing their artwork and photographs of them at play displayed. Resources within the rooms are generally well organised and well maintained. Children have some opportunities to choose from these as they wish and freely select resources. Children are encouraged to share and take turns. They have opportunities to develop their physical skills and benefit from daily fresh air and exercise as they play outdoors.

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

Risk assessments and daily visual checks are used well to help ensure that the group is safe for children who attend. Fire drills are recorded and carried out regularly, to promote children's safety. Accident records are maintained. However, consents are not always available from parents for staff to administer medication which has not been prescribed, such as teething gels. In addition, records are not kept of when this is used. This compromises children well-being and safety. Efficient recruitment procedures are in place and the manager ensures that all staff are checked by the Disclosure and Barring Service, to ensure they are suitable to work with children. Safeguarding policies and procedures are in place, which include the procedure to be followed in the event of an allegation being made against a member of staff and the safe use of mobile phones in the setting. Policies and procedures also include guidance and ways to inform the Local Safeguarding Children Board and Ofsted, which the provider and all staff fully understand. Consequently, all staff have a clear understanding of what to do if they have a concern about a child in their care or about the behaviour of a member of staff. The staff work well as a team, and the manager maintains a safe and legal staff-to-child ratio at all times.

Children are offered a reasonable range of learning opportunities. This is because staff have some understanding of the learning and development requirements. The manager understands the importance of monitoring the educational programme that is offered to ensure all children make progress, but this is not yet fully embedded in everyday practice

and is not yet precise or accurately focused. For example, evaluation of activities is weak and does not highlight the need to offer a broader range of exciting learning opportunities that cover all areas of the educational programme. Children are taught by mostly qualified staff. Staff are supported in their own professional development. For example, members of unqualified staff are currently being supported in training to achieve an early years qualification. This means children are cared for by a staff team who understand the importance of improving practice and the provision for children.

Children benefit from well-established and positive partnerships with parents. Staff have made every effort to ensure that all children receive the support they need and that they receive appropriate interventions. For example, children who require extra help regarding behaviour management receive one-to-one support. Links have been made with local schools and other early years settings, which ensures there is effective communication between all those involved with the children that supports continuity and consistency in their care and education. Children's information is gathered initially with the parents and the child's key person when children first attend. Friendly and approachable staff are available for daily discussions with parents to ensure children's needs are met. Parents speak positively of the care and learning their children receive at the group.

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:

- keep records of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, and medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)
- keep records of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, and medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (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

Unique reference number	EY476062
Local authority	Northumberland
Inspection number	960800
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	43
Number of children on roll	43
Name of provider	Kerrie Louise Barratt
Date of previous inspection	not applicable
Telephone number	01670361323

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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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