

Cherub Nursery

483 Leads Road, Sutton-on-Hull, Hull, HU7 4XT

Inspection date	31/07/2014
Previous inspection date	09/10/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- There are effective partnerships with parents, ensuring that relevant information about children's care and learning is shared successfully.
- Children are well protected as staff fully understand and meet the safeguarding and welfare requirements of the Early Years Foundation Stage.
- The outdoor environment is stimulating and provides a good range of activities for all children, including opportunities to enjoy physical challenges.

It is not yet good because

- The quality of teaching is variable across the nursery. Some members of staff spend the majority of the time supervising children and there are valuable teaching opportunities missed.
- The older children are not always taught how to negotiate solutions to minor conflicts themselves. As a result, some children do not effectively learn how their actions affect others and how some behaviour is unacceptable.
- The manager does not seek the views of parents, children and staff to identify improvements to the nursery.

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 in all the rooms and the outdoor areas.
- The inspector spoke to parents to obtain their views on the nursery.
- The inspector looked at documentation, including children's learning journeys, staff planning, qualifications and suitability checks and nursery policies.
- The inspector conducted a joint observation with the manager.

Inspector

Rose Tanser

Full report

Information about the setting

The Cherub Nursery was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a two-storey detached building in Sutton-on-Hull and there is an enclosed area available for outdoor play. The nursery is owned and managed by Cherub Nurseries and Pre-School Childcare Limited. The nursery employs 32 members of childcare staff. Of these, 29 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round, from 7am until 6.30pm. There are currently 111 children on roll, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- strengthen the processes for monitoring the quality of teaching to assess its impact on children's learning and to enable swift action to be taken to eliminate any underperformance and to meet all children's individual needs
- ensure consistent approaches by all staff in managing older children's behaviour, so that children learn how to negotiate solutions to minor conflicts by themselves.

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

- strengthen the effectiveness of self-evaluation by including the views of parents, children and staff.

Inspection judgements

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

The nursery staff identify children's starting points in their learning and development when they begin at the nursery to plan suitable activities and experiences to support their progress. As a result, children access a range of activities and experiences that adequately cover the seven areas of learning. The structure of the day provides opportunities for children to follow their interests, both indoors and outside. There are planned group activities that are developmentally appropriate and support children's progress to the early learning goals. For example, a group of children play a parachute game with a member of staff. She encourages them to work together, shaking the parachute to bounce some teddies off, one at a time. Children enjoy the challenge and work together to achieve a successful outcome. However, the quality of teaching across the nursery is variable and

does not always ignite children's interests and this impacts upon their learning. Consequently, not all children make good progress.

Staff plan for individual children to support their progress in the nursery. They collect observations to identify their next steps in learning. The individual plans cover the seven areas of learning, giving children opportunities to access a suitably broad range of activities and experiences. As a result, children generally have the skills they need for the next stage of learning, including school. Some members of staff effectively support children's development by joining in their play to support their learning. A member of staff effectively supports a child's learning by joining in a game involving making sand pies. The member of staff extends the child's interest, joining in with her play and talking to her about how to make the pies, which promotes communication for speaking, listening and thinking. However, on other occasions some valuable teaching opportunities are missed when some staff focus their attention on caring for children by supervising their play as opposed to purposefully engaging with them.

Parents are made very welcome by staff. The parents spoken to on the day of the inspection were very complimentary about the nursery. They are kept up to date about what is happening through regular newsletters. There are events for them so that they can spend time with their children in the nursery, for example, fun days where children and their families enjoy spending time together and build good partnerships with the nursery staff. When children start in the nursery parents are asked about their children's development and interests. This means that they are involved in their children's learning from the start. Staff share children's learning with parents through daily written records, parent meetings and learning journals. Staff make sure they are available at drop off and collection times to talk to parents. The staff complete the progress check for children between the ages of two and three with parents. This enables parents to be fully involved in their children's attainments and progress and supports them to plan for learning at home and to seek specialised support should this be required.

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

Every child has a key person, who promotes their well-being by developing secure attachments. The manager invites children and their parents to come for short sessions prior to starting. This prepares children well as they become familiar with the daily routine and activities and builds partnerships between parents and the key person. As children prepare to move to a new room, their key person takes them for a number of visits so they are familiar with their new environment. They get to know their new key person before the move and this helps to promote children's emotional well-being. This helps them to develop a sense of security and confidence, which equips them well emotionally when it is time to leave the nursery and move on to their new setting or school. Children generally behave well, in line with their stage of development. The older children have a 'starry sky' board where they can stick a star if they see another child behaving really well. This encourages children to learn what acceptable behaviour in the nursery is and to foster cooperative relationships with each other. However, some of the older children's behaviour is not consistently managed by all members of staff. Children are not always

taught how to negotiate solutions to minor conflicts themselves. As a result, some children do not effectively learn how their actions affect others and how some behaviour is unacceptable.

Staff keep children safe through daily risk assessments and ensure children are always well supervised. The older children are encouraged to make their own risk assessments, which motivates them to try new experiences. For example, they navigate an assault course made of tyres, working out how to get from one to another, safely. They learn to be independent as they choose from a range of resources, inside and outside. The staff encourage children to develop healthy practices, for example, washing their hands at appropriate times. Children enjoy a range of healthy snacks and drinks during the day. They are encouraged to help themselves, which supports them to become increasingly independent. The nursery provides a wide range of healthy, freshly cooked meals, which children eat together in their rooms. The staff sit with them and they all chat together, promoting children's language and social skills. All children have time outside everyday where they can enjoy a range of physical exercise. Children are very engaged when they are outside. There is a range of resources that interest them, including a large sandpit, which is designed as a mini beach. Children enjoy raking the sand, building sandcastles and feeling the sand as they walk barefoot. They show high levels of independence when they are outside, which promotes their growing confidence.

Parents know who the key person for their child is and each room has a display with photographs of staff and the names of children in their group. Parents speak highly about the level of care that their children receive from all staff. They are confident that their children are happy in the nursery and feel welcome at all times. Staff know how to keep children safe and understand how to report any concerns.

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

The recently appointed manager has identified her priorities for the nursery to improve. However, the impact of these improvements cannot yet be observed in the nursery in this short time. The manager ensures children are kept safe through a range of regularly reviewed policies and procedures that promote their well-being. Staff are all trained in safeguarding and know how to protect children effectively. The manager ensures that new members of staff are suitable by following safe recruitment guidance and obtaining relevant checks. An induction process for all new staff supports them to understand their roles and responsibilities. Staff have regular supervisions to discuss children and identify any training needs to support their professional development. There is a training plan in place for the nursery to develop the expertise of staff in delivering the Early Years Foundation Stage.

The manager is implementing systems to monitor the quality of teaching through observations of staff. However, at this time, there is insufficient evidence of the impact of this monitoring. As a result, the quality of teaching is currently too variable to enable all children to make good progress. The manager monitors all children's learning through

supervisions with staff who are responsible for the learning and development of their key children. She regularly evaluates written summaries of all children's attainment and progress in the nursery. This information is used to identify if there are any concerns that require interventions to help to close the gap in children's learning.

The manager demonstrates strong aspirations to improve the nursery at a good pace. She is building strong partnerships with parents through organising events where they can spend time with their children in the nursery. There are organised parents' meetings when staff can discuss children's progress and share any concerns. She has identified, through her self-evaluation, the strengths and weaknesses of the nursery to improve the outcomes for children in the nursery. However, she has not included the views of parents, children or staff. Consequently, the manager is not using their views to improve the nursery. She is well supported by the parent company to put improvements in place through training and mentoring. There are strong partnerships with local children's centres and the local authority, which both give support and advice to the nursery. The manager is aware of the value of developing partnerships with other settings children may attend and with schools. This helps to ensure continuity and consistency for children's learning and helps ease their move on to school. She is also aware that there may be occasions when staff need to work with specialised professionals to help support children with special educational needs and/or disabilities.

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. 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	509929
Local authority	Kingston upon Hull
Inspection number	872350
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	67
Number of children on roll	111
Name of provider	Cherub Nurseries & Pre-Schools Limited
Date of previous inspection	09/10/2013
Telephone number	01482 820756

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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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