

# Little Cherubs Pre School

Winstanley Community College, KINGSWAY NORTH, Leicestershire, LE3 3BD

<b>Inspection date</b>	04/12/2014
Previous inspection date	29/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Good quality teaching and an interesting, well-balanced educational programme ensures that all children, including those with English as an additional language and special educational needs and/or disabilities, make good progress across all areas of learning.
- Staff are caring and affectionate, as a result, children make secure attachments. This means that children are developing their emotional well-being and self-confidence.
- The pre-school staff consistently reflect on their own practice and identify areas that can be developed further. This raises the overall quality of the pre-school.
- The learning environment is safe and secure and staff have a secure knowledge of how to keep children protected. As a result, children are kept safe within the pre-school.
- Positive partnerships with parents have been developed. This ensures there is continuity in children's learning from home to the pre-school.

### It is not yet outstanding because

- The use of resources, such as sand and water are not always available. As a result, children are occasionally unable to explore materials with different textures.
- Peer observations, where staff watch each other teach, are not maximised in order to share some of good quality teaching practice that takes place within the pre-school.

## 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 had a tour of the premises with the manager.
- The inspector observed activities in the main playroom.
- The inspector checked policies and evidence of the suitability of the staff, their qualifications, assessment records, self-evaluation and planning documents.
- The inspector held discussions with the children, staff and parents.
- The inspector held a meeting with the manager and deputy manager.
- The inspector carried out a joint observation with the manager.

**Inspector**  
Ben Hartley

## Full report

### Information about the setting

Little Cherubs Pre School was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within the youth wing in the grounds of Winstanley Community College in Leicestershire. Children have access to an enclosed outdoor play area. The setting serves children from the local area. The pre-school is open from 9am to 12 noon each weekday, during term time only. Children attend for a variety of sessions. There are currently 21 children on roll. The pre-school supports children with special educational needs and/or disabilities and English as an additional language. The pre-school employs four members of staff. Of these, all hold appropriate early years qualifications at level 2 and above. The manager holds a level 5 qualification. The pre-school 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:

- provide additional opportunities for children to explore materials with different textures, such as sand and water, in order to increase their curiosity
- enhance the use of peer-on-peer observations to share good quality teaching practice in order to raise the overall standard of teaching even further.

## Inspection judgements

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

Children take part in a wide range of interesting activities and experiences that cover all seven areas of learning. The overall standard of teaching is good, this ensures that all children, including those with special educational needs and/or disabilities and English as an additional language, make good progress. Children enjoy the imaginative play opportunities that they are given. For example, children use materials to build their own den. They then use the den as a base for their play including games, such as hide and seek. Other children use the phones to ring their mummy to tell them about their day. Staff skilfully extend children's play by asking them open questions and challenging their critical-thinking skills. For example, one member of staff asks a child that has created an aeroplane, 'how do you think we are going to make it fly?' This enables children to think about their play and challenges their thinking. Some opportunities for children to explore materials with different textures are provided, such as play dough. However, the use of these materials is not consistent. As a result, children do not always have the opportunities to explore materials with a different texture, such as water and sand. Staff plan activities that are directly linked to children's interests and next steps in their development. Additionally, they ensure that there is a balance of activities that cover all

areas of learning and allow sufficient space for children to explore.

The pre-school staff are taking steps to ensure that children are prepared for school or the next stage in their learning. For example, teachers are welcomed into the pre-school in order to learn about the children and discuss their learning style and preferences. The pre-school staff use this opportunity to discuss the specific skills that they are helping the children develop in order to help them prepare for school. For example, children are encouraged to be independent in many aspects of their play. As a result, children are acquiring a thirst to attain additional knowledge and are demonstrating the characteristics of effective learning. Furthermore, the range of learning activities and opportunities provided, ensures that children develop key aspects of their learning and increases their readiness for school.

Robust assessments are undertaken regularly and are used to inform planning. The pre-school staff work effectively with parents to share these assessments. This provides a continuity of learning between the pre-school and the home learning environments. The staff at the pre-school welcome parents in at any time to discuss their children's progress and any observations that have been undertaken. For example, when a parent asks to speak about their child's progress, the key person makes herself available and spends a great deal of time talking through the child's achievements and next steps in development. This ensures that the pre-school staff are working with the parents in order to extend children's learning. Parents comment positively on the feedback that they are provided by the pre-school. Furthermore, they are positive about the warmth and passion of the staff and feel that this has a positive effect on the care of their children.

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

Staff have a caring and affectionate nature. As a result, children make secure attachments. This supports children's emotional well-being and increases their self-confidence. A well-established key-person system supports engagement with children and their parents. This means that there is a regular and consistent line of communication between the pre-school staff and the parents. This ensures that children's individual care needs are well met and there is continuity in care. Staff are positive role models for children. Accordingly, children demonstrate positive behaviour. This results in a calm learning environment that is focused on children's learning. Children are encouraged to share resources by staff implementing fair and consistent strategies. Consequently, when children are not supported by adults in their own play they freely share resources with their friends and create their own rules. For example, two children are playing with a penguin game and are regularly discussing when it is their turn, saying 'It was your turn last time so now it's my turn'. Children are settled for the duration of their time in the pre-school and are consistently engaged with their learning. Care routines are well organised according to children's individual care needs. For example, regular nappy changes occur for the younger children in the pre-school with consideration given to their privacy.

The environment is organised well and provides children with opportunities and space to explore. The pre-school staff make use of the school facilities to ensure that children have regular access to the outdoor space. Children are learning to manage their own personal

hygiene. This increases their independence and has a positive effect on their personal well-being. Children independently wash their own hands after using the toilet and before snack. A range of nutritious snacks is provided and the children are given independent access. This increases their independence and allows them to learn about healthy and unhealthy food choices. Questions about food choices are posed to the children during their general play. For example, a child is making cakes using dough and a member of staff asks about ingredients that are used and whether they are good for health or not. Children are encouraged to take manageable risks during their play. For example, there are safe places inside that allow children to jump, climb and move quickly in a variety of ways. Staff actively encourage children to manage risks. This ensures that children are learning to manage their own safety. Additionally, staff at the pre-school are taking positive steps to increase children's readiness for school by preparing them emotionally for the changes. For example, the pre-school staff take the children to the school they are going to attend to give them opportunities to play, learn about the environment and meet their teacher. This helps children's preparation for school and allows them opportunities to become more comfortable in their new surroundings.

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

The management of the pre-school have a robust understanding of their responsibilities to safeguard children. There is a strong commitment from the staff team to ensure their understanding is up to date. For example, all staff have recently updated their safeguarding children training. This helps to ensure that children are kept safe during their time in the pre-school. The pre-school management have a strong commitment to safer recruitment. For example, there is a stringent policy that ensures only suitable staff are recruited and appropriate checks are undertaken prior to them starting within the pre-school. The management of the pre-school take up to references and ask questions about gaps in employment. This ensures that only suitable adults have access to children. Staff are supported by the pre-school's thorough policies and procedures, which they all clearly understand and adhere to.

There is a consistent drive from the manager and staff team to improve the overall quality of the pre-school. For example, the development of the outdoor space has been identified as an area for improvement. Accordingly, the pre-school have agreed with the school a space that can be developed and are now seeking funding to support the change. Staff actively seek other ways they can improve and learn from positive practice. For example, they have recently visited another local setting in order to share good practice. This has led to changes with how the planning is undertaken within the pre-school. The manager monitors the educational programme effectively, making adaptations to the learning environment, planning and assessment as required. However, strategies for peer observations, where staff watch each other teach, have not yet been fully developed in order to share some of the good quality teaching that takes place and further develop staff skills. The staff hold appropriate qualifications and are deployed well throughout the premises. This ensures children's safety and supports their learning. The pre-school manager consistently identifies the training needs of the staff through regular appraisals.

Positive partnerships with parents ensure that the pre-school staff are working to meet children and their families' individual needs. Additionally, partnerships with schools and external agencies have been developed. This supports children in their transition to school or the next stage in their learning. For example, teachers are provided with a wealth of information about the children, prior to them starting school. Additionally, the staff at the pre-school work effectively with other specialists to support children with special educational needs and/or disabilities. For example, they have worked with speech and language specialists to support children in their acquisition of language.

### **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

<b>Unique reference number</b>	EY286355
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	877730
<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>	26
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Samantha Mary Sellwood
<b>Date of previous inspection</b>	29/06/2009
<b>Telephone number</b>	0797 3313601

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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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