

# Cheeky Cherubs Day Nursery

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

## Inspection date

15/12/2014

Previous inspection date

07/08/2014

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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

- Staff use effective techniques to teach mathematics through everyday activities so children have a good knowledge of number, size, shape and measure.
- The leadership team promotes the staff's professional development and shows a commitment to continuous improvement.
- Staff work well in partnership with parents to share information about their children's progress and things they can do to help their children's learning at home.
- Staff work consistently across the nursery with planning, observation and teaching so all children make good progress and are well prepared for school.

### It is not yet outstanding because

- Although children have access to a good range of learning activities, staff miss some opportunities to promote children's learning in outdoor play.
- Staff do not always make full use of the daily routines to help children enhance their independence and self-care 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 observed activities in the playrooms and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector took account of the views of children, staff and parents and carers spoken to on the day of the inspection and of the provider's self-evaluation.
- The inspector held meetings with the manager of the nursery.
- The inspector completed a joint observation with the manager of the nursery.

## **Inspector**

Dominique Bird

## 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 enclosed outside play areas 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 91 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 creche 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 13 staff hold a childcare qualification at level 3. Three 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 further improve the quality of the early years provision the provider should:

- extend the targeted learning activities so that outdoor play features more in the planning for children's individual next stages in development
- enhance the meal and snack routines to build on children's physical and independence skills.

### Inspection judgements

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

Children settle quickly at the nursery and are keen to explore the interesting and stimulating play activities. Staff work with the parents when their children start to find out about each child's interests and stages of development. Staff know children well and have a good understanding of how children learn and ways to promote their learning and development. Staff carry out on-going observations and use this information to plan activities so that they are of interest and relevant to the children. As a result, children enjoy a broad and balanced range of experiences across all areas of learning. For

example, children in the pre-school room relish counting with pebbles, which develops their mathematical skills as they use their fingers to count dots. Staff teach them to find the corresponding written number, so children join in and enjoy the activity. This is helping children move on to the next stage in their development. However, staff miss some opportunities to extend the planned activities for children to play and learn outside as they focus less on this area of the provision. Consequently, children who prefer to play inside do not always have the same opportunities to develop their next stages in learning outdoors. Staff use assessment systems to identify children's strengths and areas to develop. These are successful as they enable staff to organise specific learning activities to best support children's learning and development. Parents receive regular information about their child's progress and staff encourage them to share their thoughts of their children by recording observations from home for the staff. Staff invite parents to access their child's learning record online to go through at home and they offer regular meetings with staff. As a result, strong partnerships with parents are well established.

Staff skilfully use the daily routine to reinforce mathematics; for example, at lunch time, children counted how many were sat at the table and staff used this opportunity to teach numbers. Children and staff in the nursery engage in mixed group playtimes in the garden. This supports children's social skills as they chat and play with others of different ages and get to know all of the staff team. In addition, children benefit from this as it is helping them with change as they move up through the rooms and developing their social and emotional skills that they need to start school. There is a good balance of both adult-led and self-initiated play, and staff interact well with children as they play.

Babies are beginning to explore language because staff introduce new vocabulary and use some sign language and gesture alongside speech as they follow the children's lead. This encourages babies' curiosity and confidence and they begin to learn different words in a meaningful context. Staff in the baby room use young children's developing interest in walking to support their physical skills; for example, they have furniture they can pull themselves up on and walkers to help with their balance as they move around.

Children in the toddler room develop their ability to participate in group activities. This helps children learn new vocabulary as they talk about animals in photographs and staff extend their vocabulary by adding mathematical language. For example, they post animal cards into boxes and staff model words such as, 'in' and 'through'. In addition, they learn the names of their friends and develop their social skills. Staff ask them whose turn it is next and use their names when talking to them, which builds on relationships and children's sense of belonging. Children are actively involved in a range of activities. Staff extend children's learning well during baking activities to support them to persevere when they find it difficult; for example, with positive encouragement from staff, children kept trying to roll icing, pushing their rolling pins to and fro until they successfully flattened it.

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

Staff interact in a warm way with children. They always take time to listen and they provide cuddles and reassurance when children feel unsettled. Children understand the

importance of sharing and turn taking, such as waiting for their turn to use props in a group activity. Staff regularly praise children which builds their self-confidence. Staff are allocated to individual children and, as a result, they get to know their children well and develop strong, warm relationships. They are flexible in meeting the needs of the children and parents when they are settling into the nursery. This supports children's growing confidence and sense of security, enabling them to explore their environment, participate in activities and play with their friends. Children have easy access to a wide range of good quality resources which help to promote their independence well as they choose what they would like to play with.

At mealtimes, staff sit with children which makes it a social time as they talk to them about their lives, which develops children's conversational skills. Staff encourage children to be independent. For example, they wash their own hands before meals and put their own coats on. This helps children to be ready for school and helps them to develop good personal hygiene routines. However, staff miss some opportunities at meal and snack times to extend this further because they prepare, cut and dish up children's food for them, rather than letting them do it for themselves.

Staff are positive role models who are consistent in their practice and set good examples to children. As a result, children follow their lead and are respectful of one another and well mannered. Children know how to keep themselves and others safe because staff encourage them to identify and manage everyday risks; for example, walking when inside. As a result, children move carefully to negotiate furniture and each other. Children take part in regular fire drills, helping them to learn how to behave and keep themselves safe in the event of a fire. Staff are vigilant in maintaining children's safety and supervise them appropriately at all times. Because of the attentive nature of staff, children feel safe and secure. Children's good hygiene is promoted as staff implement effective procedures to keep children clean and to reduce the spread of cross-infection. Daily opportunities for children to engage in physical exercise benefit them well. Staff have established positive links with other professionals that are working with children, which in turn helps children move seamlessly on to other settings and manage changes.

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

The experienced staff team are suitably qualified and have a good understanding of the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. This helps them to maintain children's safety, promotes their well-being and supports them in making good progress in learning. Staff have a good understanding of the local safeguarding procedures and are confident to follow these if required. This means they are able to recognise potential signs of abuse and report any child protection concerns to support children's welfare. All staff are qualified in first aid so that they are on hand to provide first-aid treatment in the event of an accident or incident. A comprehensive range of written policies and procedures maintain continuity in staff practice and inform parents. Effective risk assessments are in place to support staff in maintaining a safe environment.

Management support staff well. This motivates staff who demonstrate a good commitment to ongoing professional development. For example, they identify further appropriate training during their monthly staff meetings and regular supervision meetings. Good recruitment, vetting, induction and monitoring procedures are in place to determine staff suitability to work with children. In addition, regular appraisals establish ongoing suitability and monitor the performance of staff to ensure they all have the necessary skills and knowledge to undertake their roles and responsibilities. Staff monitor and assess children's progress well, and extend children's learning effectively through their play. Partnership working with parents is successful and contributes to meeting children's needs well.

The leadership team works closely with staff to evaluate the effectiveness of their practice. As a result, they securely identify targeted areas for future development which feed into the setting's self-evaluation. The leadership team demonstrate a commitment to ongoing improvement through their effective self-evaluation systems. For example, they use clear action plans and regularly network with advisory services to identify areas for development. All staff contribute towards self-evaluation, which includes sharing expertise they have gained from attending courses. Staff observe one another and peer observations take place on a regular basis to monitor training needs, quality of provision and reflective practice. This demonstrates that the setting has the capacity for continuous improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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>	987418
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	56
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Joanne Buck
<b>Date of previous inspection</b>	07/08/2014
<b>Telephone number</b>	01643 700030

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

