

# Kerrie's Cherubs

45 Croft Road, Blyth, NE24 2EL



## Inspection date

3 March 2015

## Previous inspection date

15 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide a variety of interesting activities that cover all areas of learning and motivate children to join in. Consequently, children of all abilities make good progress and gain the skills necessary for the next stage in their learning.
- Every child is nurtured and valued and this supports children and babies to develop good self-esteem.
- Children's welfare is fully assured. All staff attend safeguarding training and have a secure knowledge of their responsibilities to protect children from harm. Detailed risk assessments are in place and staff ensure risks are managed effectively to keep children safe.
- Partnerships with parents and other settings that children attend are strong. This provides consistency in care and learning and enables children to progress well. Staff share detailed information regularly with parents about their children's progress.
- The provider and staff have been proactive in seeking support from the local authority. Together they have completed a detailed focused improvement plan. This clearly shows how staff have addressed the actions raised at the previous inspection and how they continue to improve and support good outcomes for children.

### It is not yet outstanding because:

- Staff do not ensure that the structure of the day enables pre-school children to carry out their plans promptly, in order to enhance their learning to the highest level.
- Staff do not fully embrace all spontaneous opportunities to help pre-school children practise their writing skills.

## What the setting needs to do to improve further

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

- support pre-school children even further to explore and satisfy their own ideas, for example, by reviewing the structure of the day to enable them to carry out their plans promptly and enhance their learning to the highest level
- enhance the existing opportunities for pre-school children to practise their early writing skills further, by ensuring they have access to writing tools in all areas.

### Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to the provider, staff and children throughout the inspection.
- The inspector checked evidence of suitability and qualification of staff working with children, and the provider's focused improvement plan.
- The inspector carried out a joint observation with the provider.

### Inspector

Janet Fairhurst

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a good understanding of how children learn. They provide good quality teaching and plan a range of interesting activities that children enjoy. This means that children are keen to take part and are actively learning. Staff record children's progress effectively in learning journeys that demonstrate children's progress well. They share this information with parents working together to identify potential gaps in children's development and to support their needs accurately. Staff model clear language, listen carefully to children and give them time to think and respond. Consequently, children's language and communication skills are promoted well. Pre-school children are given opportunities to consider and plan what they would like to do. However, the structure of the day means that they are not always able to carry out their plans immediately. As a result, children are not always able to explore and satisfy their own ideas. Children frequently access books for their own pleasure and delight in stories being read to them. This helps to foster their early reading skills. However, pre-school children have fewer opportunities to practise their early writing skills as writing tools are not accessible in all areas.

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

Staff provide a warm, welcoming, stimulating environment. Children's emotional well-being is effectively promoted. They form strong bonds with key persons who ensure they settle and are at ease in the nursery. Equally, transition arrangements for children within the nursery, as well as those in place for children who move on to other settings, are strong. Babies benefit from very attentive care provided by the staff and have their individual needs ably met. Children successfully develop confidence, independence and self-care skills, supported by staff who are well deployed to promote children's individual needs. Staff help children to share and take turns. As a result, children behave well and develop positive attitudes to others, which prepare them for their move into full-time education. Children learn about healthy lifestyles. They are physically active outdoors each day and enjoy freshly prepared meals and know they must clean their hands before eating.

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

The provider understands her responsibility to promote children's safety, welfare and learning. Robust recruitment and vetting procedures help to ensure staff are suitable. The provider meets regularly with staff to review their practice, and identify targets for improvement. The effective monitoring and tracking of children ensures their continued progress. The provider has introduced systems for staff supervision and a clear focus on training is now in place. This successfully supports staff's professional development and promotes improvement across the nursery. For example, a number of staff are currently studying for a foundation degree. As a result, the quality of teaching and care is continually improving.

## Setting details

<b>Unique reference number</b>	EY476062
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	991808
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	43
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Kerrie Louise Barratt
<b>Date of previous inspection</b>	15 September 2014
<b>Telephone number</b>	01670361323

Kerrie's Cherubs was registered in 2014. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, 48 weeks of the year. Sessions are from 7.30am until 6pm Monday to Thursday, and 7.30am until 5.30pm on a Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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