

Cherubs Pre-School 2 at Robert Beard Youth House

233 High Street, Hornchurch, Essex, RM11 3XU



Inspection date

16 September 2015

Previous inspection date

1 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- All children settle well due to the secure relationships they develop with their key persons. Therefore, children learn to manage their own feelings and behaviour; this enables them to relate to others and build positive relationships.
- Staff plan activities based on children's interests. They provide a wide range of materials in all environments that promote children's play and learning. This means children have a variety of choice; therefore, enabling them to use their imagination and make good progress.
- Partnerships with parents are positive. Staff communicate effectively with parents by sharing their children's interests and ongoing achievements.
- Leaders implement effective systems to support staff to understand their roles and promote professional development opportunities, in particular through regular supervision and training. This helps to improve the quality of care and learning children receive.

It is not yet outstanding because:

- Staff do not always make the best use of the indoor classroom. Therefore, at times, children do not fully benefit from the space available to increase their opportunities to freely play and explore further.
- Occasionally, staff miss opportunities to further support children's interest in books, particularly between the setting and home.

What the setting needs to do to improve further

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

- review the current layout of the indoor area to further increase children's opportunities to freely explore and their enjoyment to learn
- strengthen children's interest in books, in particular between the setting and home, in order to extend their early reading skills.

Inspection activities

- The inspector completed a joint observation with the nursery supervisor.
- The inspector spoke to parents during the inspection to gather their views of the setting.
- The inspector observed the quality of teaching practice and evaluated the impact this has on children's learning.
- The inspector sampled relevant documentation relating to the management of the setting and staff performance.

Inspector

Roberta Ingram

Inspection findings

Effectiveness of the leadership and management is good

Leaders show a good understanding of the requirements of the Early Years Foundation Stage. They implement effective systems to monitor closely children's learning and development. Therefore, children continually make good progress and any gaps in their learning are closing. Arrangements for reviewing the quality of the provision are good and leaders involve both staff and parents in helping them to identify areas for improvement. Safeguarding is effective. All staff have a good understanding of child protection issues. They are aware of the signs that may raise cause for concern, including the procedures for reporting these in order to protect children from harm.

Quality of teaching, learning and assessment is good

Staff provide a wide range of learning experiences, which support children to make progress in all areas of learning. Staff place an emphasis on developing children's social, communication and physical skills. In particular, by supporting children who are learning to speak English as an additional language, in order to help them make progress from their starting points on entry. Staff use effective teaching resources to support children's communication needs, such as signing and visual aids. This level of support means that children with speech and language difficulties progress very well. Staff implement effective systems for ongoing observations and assessments of children's learning and development. They use this information well to assess children's progress towards the early learning goals and to plan their next steps in learning.

Personal development, behaviour and welfare are good

Children benefit from good arrangements to help them settle in, including an effective key-person system. Therefore, children play and explore happily. Children are becoming independent in managing their personal care needs. They confidently play in secure surroundings; this means that they feel safe to explore and learn. Staff are good role models and, as a result, children treat each other with respect. Children understand behaviour expectations, such as taking turns and waiting patiently during mealtimes. Staff work closely with other professionals, such as health visitors and the community nurse, to support children's specific needs.

Outcomes for children are good

Leaders and staff ensure they have good systems in place to identify children's starting points and individual needs. Consequently, all children are making typical progress for their level of development and gaining the necessary skills for their future learning. Children benefit from visiting their next setting, where they get to meet other children; this prepares them well for their transfer on to the next stage of learning, such as school.

Setting details

Unique reference number	118540
Local authority	Havering
Inspection number	840187
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	32
Name of provider	Cherubs Pre School Ltd
Date of previous inspection	1 March 2011
Telephone number	07943729700

Cherubs Pre-school 2 registered in 2001. It is located in Hornchurch, in the London Borough of Havering. The pre-school is open from 9am to 3pm, on Monday to Thursday, and from 9am to 12 noon on Friday. The setting operates during term time only. The provider is in receipt of early education funding for children aged three and four years. The provider employs five staff. Of these, four hold appropriate early years qualifications at level 3 and one is currently training towards a relevant qualification at level 2.

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