

# Cherubs Day Nursery

35A Poplar Street, Southport, Merseyside, PR8 6DX



<b>Inspection date</b>	7 December 2015
Previous inspection date	12 October 2011

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

- The management team regularly seek the views of children, parents and staff to rigorously monitor and review the quality of provision and children's progress. They use this information to set high expectations and drive improvement.
- Staff know children well and plan a range of opportunities and experiences that provide children with interest, challenge and motivation to play and explore.
- Staff are good role models and provide children with consistent explanations and guidance to help them to understand behavioural expectations. Children make friends easily, play cooperatively together and show kindness and consideration to each other.
- Children have an eager disposition towards learning. They are well prepared for their next stages in learning and for school.

### It is not yet outstanding because:

- The management team have not devised a highly targeted programme for the professional development of all staff, in order to further raise the quality of teaching.
- Staff do not always share detailed information with all parents to help to continue children's learning at home.

## What the setting needs to do to improve further

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

- enhance the programme for professional development and supervision of staff to extend their skills and help develop the quality of teaching to a consistently outstanding level
- build on the strategies that are already in place to share ongoing detailed information with parents, to help to further support children's learning at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the provision. She looked at a range of other documentation, including policies and procedures and the nursery's self-evaluation.
- The inspector looked at a range of parental feedback documents and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection. She held meetings with the deputy manager and provider.

### Inspector

Cath Palser

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role in helping to keep children safe. The management have introduced a range of effective strategies to promote children's personal, social and emotional skills. The management team use comprehensive systems to monitor the progress of the different groups of children who attend. Assessment documents, including the progress check for children aged between two and three years are completed. These help staff to ensure that any need for early intervention can be identified and additional support provided. Effective partnerships with other professionals help staff provide consistency in children's care and learning. Additional funding is used effectively to support children to make good progress.

### Quality of teaching, learning and assessment is good

Children are involved and engaged in fun play experiences throughout the day. They are active learners and are developing confidence in their own abilities as they experiment and try things for themselves. Staff use accurate methods to assess the progress that children make. They provide activities that support each child's individual next steps in learning, promoting all areas of learning and development. This contributes towards the good progress that children make from their starting points. Staff promote children's language and communication well in a variety of ways. For example, they encourage children to talk about their ideas and experiences and introduce new vocabulary. Staff adapt their methods of teaching to meet children's needs and understanding, and skilfully tune into children's interests and ideas. Younger children discover the different ways they can use the musical instruments. Older children are inspired to search for creatures in the outdoor environment and observe them closely using different tools. This contributes towards children's natural curiosity, inquisitiveness and motivation to learn.

### Personal development, behaviour and welfare are good

Staff provide each child with a warm welcome upon arrival. They seek information from parents to establish what children are interested in. They find out about children's routines and care needs and use this information to plan to meet children's individual needs. The environment is organised to enable children to make choices and access resources independently, throughout the day. Children settle in quickly and make strong attachments with their key-person. Staff support children's emotional and physical well-being well. Children are provided with nutritious food and plenty of opportunities to play with energy and vigour in the fresh air. Staff offer activities that offer challenge and support children to take reasonable risks and learn how to keep themselves safe.

### Outcomes for children are good

All children, including those who speak English as an additional language, are active and independent learners and are making good progress from their starting points.

## Setting details

<b>Unique reference number</b>	EY252771
<b>Local authority</b>	Sefton
<b>Inspection number</b>	860369
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Gayle Degrave and Hilary Degrave Partnership
<b>Date of previous inspection</b>	12 October 2011
<b>Telephone number</b>	01704 544003

Cherubs Day Nursery was registered in 2003 and is privately owned. The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3, including one who holds Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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