

<b>Inspection date</b>	11 December 2015
Previous inspection date	25 August 2015

<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
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 manager has a very clear understanding of the legal requirements of the Early Years Foundation Stage. She is passionate about her role and has taken effective action to improve the outcomes for children. All actions set at the last inspection have been met.
- The key-person system is effective. Children develop good relationships with staff and other children. Staff act as good role models and, as a result, children behave well and understand the need to respect each other.
- The provision for children with special educational needs is very good. Staff liaise with outside agencies to help parents obtain the support they need for their children.
- Staff know the children well. They observe children regularly, and accurately assess their stage of development. Planning is based on individual needs and interests. As a result, all children make good progress in all areas of learning.

### It is not yet outstanding because:

- Although parents can access the nursery's secure computer system to find out how well their children are progressing, there are limited opportunities to discuss their children's learning and development in detail.
- Lunchtime for toddlers and babies is a little disorganised. Staff cut up the children's food one at a time. This means that some children have almost finished their meal before others have started. Although reassured they will get their food, some children show their frustration by becoming a little restless.

## What the setting needs to do to improve further

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

- improve the partnership with parents by, for example, considering ways to provide more detailed feedback about their children's learning and development so they can provide ongoing support at home
- organise lunchtime in the baby and toddler room so all children receive their food in a timely manner and do not become restless or frustrated.

### Inspection activities

- The inspector observed teaching and learning in all rooms and in the outdoor area.
- The inspector spoke with parents, staff and children at appropriate times throughout the day.
- The inspector sampled a range of documents, including policies and procedures, staff suitability and training records, self-evaluation and action plans, and children's learning and development records.
- The inspector held a meeting with the manager to discuss improvements made since the last inspection.

### Inspector

Fran Fielder

## Inspection findings

### Effectiveness of the leadership and management is good

The management team has put together realistic development plans, many of which have already been fully implemented. The manager has introduced regular supervision meetings with staff to help identify training needs. She monitors practice by observing staff and discussing their strengths and areas for improvement. She provides support through coaching and mentoring. As a result, the quality of teaching is good. Staff have embraced new ways of working and have attended relevant training. They are keen to improve their practice and the outcomes for children. Safeguarding is effective. Staff risk assess activities to ensure children are safe and they know what to do if they have any concerns about a child. Parents say that staff create a warm and happy atmosphere.

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

The manager has introduced an effective system for observation, assessment and planning. The newly introduced system for tracking children's development means staff can monitor children's progress and plan activities to meet their learning needs. Teaching is consistently good. Staff know their key children well and plan activities to help children make good progress in all areas of learning. They respond well to children's interests. For example, a group of children made rockets using bricks. Staff helped them find pictures of rockets on a hand-held computer. They had discussions about astronauts and travelling into space. Staff have a clear understanding that the quality of interaction is crucial in helping children learn and develop new skills. Children enjoy learning about different cultures through a broad range of experiences. They enjoy songs and clap or tap their knees in time to the music. Children love stories and spend time sharing books. Staff provide plenty of opportunities for children to use a wide range of resources and materials to develop their creativity.

### Personal development, behaviour and welfare are good

Children have good relationships with staff and are happy to come to the nursery. Staff create a stimulating and challenging environment. Babies' individual needs are well met. They receive reassurance while staff cuddle them off to sleep. Children enjoy healthy meals and snacks. They play outdoors in all weathers and learn that physical activity helps to keep them healthy. Children play well together. They happily share resources and take turns when speaking. Good hygiene practice across the nursery prevents spread of infection.

### Outcomes for children are good

Children make good progress in their learning. They have a positive attitude to new experiences. They are independent and show confidence when tackling new and challenging activities. Staff encourage children to do things for themselves, such as dressing, wiping their nose, finding resources and helping to clear away toys. As a result, children are well prepared for their move to school.

## Setting details

<b>Unique reference number</b>	EY347048
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1032322
<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 - 8
<b>Total number of places</b>	38
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Cherubs Kindergartens Limited
<b>Date of previous inspection</b>	25 August 2015
<b>Telephone number</b>	01252 517026

Cherubs Day Nursery registered in 2001 and is privately owned. It operates from premises in the area of Cove, in Farnborough, Hampshire. Children have access to several base rooms on two floors and to an enclosed outside play area. The nursery is open Monday to Thursday from 8am to 6pm and on Fridays from 8am to 5.30pm. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education for children aged two, three and four years. A total of seven staff work with children, and they all hold appropriate early years qualifications.

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