

Cherubs Pre School Nursery

St. Albans Church Hall, Linwood Road, Bournemouth, Dorset, BH9 1DW



Inspection date

19 July 2017

Previous inspection date

17 April 2014

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

- The dedicated manager has a secure vision for the pre-school and is committed to ongoing improvement. She gathers the views of parents, staff and children and uses this information to set targets that improve the provision for children.
- The extremely caring manager and staff provide superb support to children's social and emotional development. They listen to children with sensitivity and help them to recognise and understand their feelings and those of others.
- Children quickly form secure emotional attachments with their key person and other staff, which helps them to feel confident, happy and settled. Staff support children effectively to separate readily from their main carer.
- Staff provide engaging and exciting experiences for children. Children are extremely keen to explore and try out things. They are confident in choosing what to do, develop new skills quickly and are well prepared for school.
- Partnerships with parents are strong and effective. Staff keep parents well informed about their children's progress, which helps them to extend learning at home.

It is not yet outstanding because:

- Although the quality of teaching is good and systems to monitor staff performance are in place, these are not rigorous enough to provide a sharp focus on enhancing aspects of teaching more precisely.
- Although the manager tracks individual children's progress well, she does not do this as effectively for the different groups of children to identify any patterns and trends in their learning and close any gaps in progress swiftly.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice, to focus more sharply on developing and extending aspects of their teaching even further
- track the progress that different groups of children make more effectively, to identify any patterns and trends in their learning to close any gaps swiftly.

Inspection activities

- The inspector had a tour of the premises and reviewed the safety measures staff use to keep children safe and secure.
- The inspector conducted a joint observation with the manager.
- The inspector observed staff's interactions with the children and held discussions with them about children's learning and development outcomes.
- The inspector held a meeting with the manager and reviewed relevant documentation, such as that relating to safeguarding children, recording accidents and complaints, and staff suitability and qualifications.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jacqueline Good

Inspection findings

Effectiveness of the leadership and management is good

The manager evaluates the provision well. She and her staff constantly strive to make improvements. They are reflective, thoughtful and proactive in making changes. For example, after recognising a need to further support children's physical development, they employed a sports coach and this has had a very positive impact on children's physical abilities. Children throw and catch accurately, hop, balance and run with increasing control. The manager and staff work effectively with other agencies and providers, so children benefit from the consistent approach to meeting their needs. Safeguarding is effective. The manager and staff have a clear understanding of the importance of keeping children safe. They keep up to date with local procedures and national guidance, and know the procedure to follow should they have any concerns about a child's well-being.

Quality of teaching, learning and assessment is good

Staff use observations and assessments well to plan activities that, overall, provide a good level of challenge and address any emerging gaps in individual children's learning. Staff introduce activities with great enthusiasm to engage children's interest in learning. For example, children cooperate well with staff and friends as they pretend to order and serve food, eat using chopsticks and identify unfamiliar foods in the role-play area. Younger children have fun experimenting with different textures and media. For instance, they enjoy exploring a mixture of water and cornflour, create pictures with paint and dig holes in the soil.

Personal development, behaviour and welfare are good

New children receive sensitive help from staff to settle and quickly grow in confidence. Parents are very positive about the friendly and approachable staff team. Staff respond well to children's needs and quickly give reassurance and support when children are upset or need help. Children learn a good range of social skills, such as listening, taking turns and respecting others. Friendships flourish as children share experiences together. They learn about respect and tolerance as they explore other cultures and customs with staff. Staff are skilled at encouraging children to 'have a go' and try new experiences. For example, children rapidly become confident at judging how far they can jump safely without adult support. Staff provide all children with good opportunities to be active, such as playing hoop and parachute games, helping to support their physical health.

Outcomes for children are good

All children make good progress from their starting points. Children learn to cooperate well with each other as they help prepare snack and pass drinks around the table. Children are competent communicators and happily tell the staff what they want to do. Older children learn the link between written letters and sounds and that numerals represent quantities. They develop good early literacy skills, for example, recognising letters of the alphabet and writing their names in preparation for starting school.

Setting details

Unique reference number	100503
Local authority	Bournemouth
Inspection number	1068338
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	54
Name of registered person	Heather Mary Davis
Registered person unique reference number	RP513077
Date of previous inspection	17 April 2014
Telephone number	01202 531 515

Cherubs Pre School Nursery registered in 1995. It is privately owned and run by the provider, who is also the manager. The pre-school operates from St Alban's Church Hall, Charminster, Bournemouth. It is open from 9am until 1pm on Monday to Friday, and from 1.30pm until 5.30pm on Monday, Wednesday and Friday. There are seven members of staff, of whom five hold a relevant early years qualification at level 3 and two hold a qualification at level 2. The pre-school receives funding to provide free early education for children aged two, three and four years.

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