

Cherubs Firststeps

Waterson Road, Grays, Essex, RM16 4NX



Inspection date

18 August 2017

Previous inspection date

12 September 2013

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 manager and staff are very reflective practitioners who demonstrate a strong commitment to bringing about changes and driving improvements forward.
- Children benefit as all staff are keen to develop their knowledge and skills. They complete frequent training courses and build on the level of their qualifications.
- Staff have a very caring approach and continually promote children's emotional well-being. They consider children's interests, enthusiasms and capabilities and plan activities to suit the learning needs of the range of children attending the nursery.
- Children learn to adopt healthy lifestyles. They relish the chance to move freely between the indoor and outdoor environments. Children have plenty of opportunities to be physically active. They also learn about the importance of good hygiene routines.
- Staff have forged strong relationships with the local schools and they help children make a successful move on to the next stage in their learning.

It is not yet outstanding because:

- Although the manager has recently introduced new ways to evaluate and track children's progress from their starting points so that assessment arrangements are more accurate, this is still being developed and has not been fully shared with parents.
- The impact of additional funding on children's learning is not measured effectively to help ensure that outcomes are improving more rapidly for these children.

What the setting needs to do to improve further

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

- build further on the changes to the tracking and monitoring system which enhances the accuracy of assessment and gives parents an even more precise indication about their children's development from their starting points
- measure more closely the impact of additional funding, including the early years pupil premium, on children's learning to help make sure that outcomes for children are improving more rapidly and they are working towards making exemplary progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager and viewed a sample of the children's development records.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written comments from surveys organised by the nursery.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff recruitment is robust to ensure that those working with children are suitable to do so. The manager and staff team have a confident understanding of their child protection responsibilities. They all know what to do if they have concerns about a child's welfare. Risk assessments are undertaken to help ensure that the premises are safe indoors and outdoors. Children are closely supervised and staff are extremely vigilant about security. Gates and entrance doors remain locked and closed-circuit television cameras operate to help prevent unauthorised access. The manager regularly observes the staff's practice and provides regular supervision meetings to tackle underperformance and support continuing professional development.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how young children learn. They frequently observe children in order to assess their individual interests, stage of development and their next steps in learning. Staff join children as they play and engage in constant discussion, introducing new vocabulary and modelling language during activities. Children look at books for pleasure and use numbers in conversations. They are fascinated by natural resources and explore malleable and messy materials. For example, children explore changes as they mix ingredients to make play dough and they examine the bugs and insects they find in the outdoor area. Staff encourage parents to become involved in their children's learning and development. They are invited to join activities in the nursery, such as story sessions and social events. Effective channels of communication are also established with other professionals, particularly in relation to the care and learning of children who have special educational needs and/or disabilities.

Personal development, behaviour and welfare are good

Children and their families are warmly welcomed into the nursery. Settling-in sessions are organised effectively to help children gain confidence and become familiar with the staff and the play environment. Children show a good understanding of rules and routines. They behave well and learn to play carefully. For example, they know to put on a high-visibility jacket and tell staff when they wish to play outside. Nappy changing and toilet training are sensitively carried out and the premises are currently being renovated to help make the toilet facilities more appealing and comforting to children.

Outcomes for children are good

Children are making the expected typical progress, including those who have lower starting points. They develop the key skills that are needed for future learning and become prepared for starting school. Children listen, pay attention to staff and follow instructions eagerly. They share toys and develop friendships with their peers. Children are keen to join in and develop independence skills. They help prepare their snacks, learn how to manage their lunchboxes and do as much as they can for themselves.

Setting details

Unique reference number	EY285273
Local authority	Thurrock
Inspection number	1064575
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	49
Number of children on roll	78
Name of registered person	Marian Best
Registered person unique reference number	RP909552
Date of previous inspection	12 September 2013
Telephone number	01375 855134

Cherubs Firststeps registered in 2004 and is one of two settings run by the same private owner. The nursery employs 16 members of childcare staff. Of these, two staff hold appropriate early years qualifications at level 4 and 11 staff hold qualifications at level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Opening times are from 7am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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