

# Little Cherubs Day Nursery (Birkenhead) Ltd

533 Old Chester Road, BIRKENHEAD, Merseyside, CH42 4NQ



## Inspection date

30 August 2017

Previous inspection date

18 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 dedicated and passionate leadership team is committed to continually making improvements. They are highly reflective practitioners who use self-evaluation well to implement positive changes. All staff have worked hard to maintain the good quality.
- Children are motivated and inquisitive learners. Overall, they enjoy a variety of interesting activities and experiences. All children make good progress.
- The nursery is inviting and has a homely feel. Children are very happy and settled. Babies form close bonds with nurturing and attentive staff, who know them well. Children receive individual care and support. This helps them to feel safe and secure.
- Staff work effectively with external professionals. The special educational needs coordinator is experienced and well qualified. Children who have additional needs are supported extremely well. This contributes towards their good progress.
- The outdoor learning environment is well resourced. Children benefit significantly from exciting learning areas and opportunities to explore the world around them. They have good opportunities for active play. Extra-curricular activities, including dance and sports sessions contribute towards their strong physical skills.

### It is not yet outstanding because:

- Staff do not always consider the different ages and abilities of children during group activities. Not all children are fully involved and engaged.
- Staff do not consistently share ideas with all parents to further support 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:

- strengthen the support for children of different ages and abilities when they take part in activities together to help to further enrich the quality of their experiences
- consider ways to support all parents to continue children's learning at home.

### Inspection activities

- The inspector had a tour of all areas of the nursery. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the provider, nursery manager and deputy manager and carried out an evaluation of teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records and reviewed the nursery's self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents and carers through discussions and written feedback obtained prior to inspection.

### Inspector

Layla Davies

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure that staff fully understand child protection procedures and know what to do should they have concerns about children's welfare. The management team provides effective supervision and mentoring for staff. This helps them to build on their knowledge and skills and improve outcomes for children. Staff are well qualified and use regular training to meet children's needs. For example, recent training has helped staff to further promote children's communication and language skills. Leaders and staff precisely monitor children's progress. They carry out regular observations and assessments and immediately address any gaps in children's learning. All children, including those who speak English as an additional language and those in receipt of additional funding, make good progress. Parents' comments demonstrate that they are extremely happy with the support, care and education that children receive.

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

Babies develop good concentration and listening skills. They sit and join in with delightful singing sessions. They copy the actions and follow instructions especially well. Two-year-olds share favourite books with their key person. They eagerly anticipate the next word and enjoy making marks using crayons and chalks. This contributes towards their early reading and writing skills. Pre-school children have fun exploring the consistency of dry rice and pasta. They use descriptive language to describe the texture as staff ask purposeful questions. Children use mathematical language, such as 'full' and 'empty' as they fill bottles with the rice and pasta. They think carefully and consider what will happen when they add food colouring to the contents. Children test out their predications and delight in seeing the changes that occur after shaking the bottles.

### Personal development, behaviour and welfare are good

Children are provided with a nutritious, well-balanced diet. Older children confidently serve themselves meals and help themselves to healthy snacks. These opportunities along with washing their own hands, contribute towards children's physical well-being. Staff are positive role models who promote golden rules. Children's efforts are praised and they behave very well. Children develop a good sense of empathy and consideration for others. For example, they participate in numerous fundraising activities throughout the year. Staff help children to show care and concern for living things. One way they do this is by encouraging them to assist with caring for and feeding the pet guinea pig.

### Outcomes for children are good

Children are content with familiar routines. Equipment is all accessible and labelled. This helps to support decision making for non-verbal children. Babies are prepared well for future learning. They are confident and make independent choices from toys placed at low level. Children develop good social skills and play cooperatively. Pre-school children support two-year-olds to sweep up outdoors. Older children visit local schools. Teachers come into the nursery to meet them in preparation for the move to school.

## Setting details

<b>Unique reference number</b>	EY391276
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1065356
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Little Cherubs Day Nursery (Birkenhead) Ltd
<b>Registered person unique reference number</b>	RP528871
<b>Date of previous inspection</b>	18 September 2013
<b>Telephone number</b>	01516 448 479

Little Cherubs Day Nursery (Birkenhead) Ltd registered in 2009. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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