

# Cheeky Cherubs Nursery

Bridge House, 162 West End Road, Morecambe, Lancashire, LA4 4EF



## Inspection date

13 December 2017

Previous inspection date

6 November 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 management team has introduced good systems to support the well-qualified staff in their professional development and training. Staff complete regular supervisory sessions and attend team meetings. The management team closely observes and monitors staff teaching practice to ensure they are constantly supporting children's needs effectively.
- Staff carry out accurate assessments of children's development and quickly establish whether children require additional support. They work closely with other agencies and professionals to access advice to help children to maintain their good progress.
- The key-person system works well. Staff create strong bonds and attachments with children. Children feel safe and secure in staff's care and their emotional needs are met.
- Parents are fully involved in their children's learning. Information is shared daily with parents, which supports continuity in children's care, learning and development.
- Children are well behaved. Staff take every opportunity to praise children's behaviour and implement positive behaviour management strategies that children enjoy taking part in. Children learn to take turns, share and be kind to each other.

### It is not yet outstanding because:

- The manager and staff have not fully considered the organisation of some areas, resources and equipment to support younger children playing in the toddler room.
- Staff do not always maximise and build on the strong exploratory instincts of young children and their understanding of the world around them.

## What the setting needs to do to improve further

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

- support younger children to be more motivated and interested in the broad range of activities and resources available to them
- build on younger children's natural interest of exploring and investigating the world around them.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery owner and manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team and staff implement effective policies and procedures to keep children safe from harm. They are vigilant and know what to do should they have any concerns about a child's welfare. Children are supervised well by highly-qualified staff and ratios are met in all rooms. Partnerships with parents are good. Staff share information daily and this includes advice on supporting children's learning at home. Parents are very complimentary about the service the nursery provides. All documents, such as accidents and incident records are well maintained. Staff make regular observations and assessments, and plan well for children's next steps in their learning. The management team monitors children's assessments well to identify any emerging gaps in children's progress and addresses these quickly.

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

Staff know children well. They plan activities to encourage older children to explore and follow their interests. For example, children describe what ice feels like and talk about how animals are frozen in the containers in the tray. Younger children in the toddler room enjoy using their senses while playing with shaving foam. Staff provide opportunities for children to recognise words and develop early writing skills. Older children pretend to write lists and are beginning to form recognisable letters. Staff introduce flash cards to help children to recognise words. They say the word and children find the corresponding card matching to the part of the body. Children have fun using building blocks. They build tall towers and competently count how many bricks they can balance on top of each other.

### Personal development, behaviour and welfare are good

Children form close relationships with staff. For example, younger children in the toddler room are quickly comforted by a cuddle and soothing words. Older children are eager to involve staff in their play. Parents state that they feel that their children are well looked after, kept safe and enjoy attending. Children's behaviour is managed well. Staff in the pre-school room implement effective strategies to support children's good behaviour. For example, they boost their self-esteem by introducing children as the 'star of the day'. Staff support children's enjoyment of healthy lifestyles. They ensure that children have access to outdoor learning and physically active play each day. Staff help children to manage different tasks. For example, children competently use knives, forks and spoons to eat and help to clear away when they have finished.

### Outcomes for children are good

All children, including those in receipt of additional funding, make good progress in their learning from their initial starting points. They are developing the key skills they need to support them with their move on to school. Staff build on children's confidence and promote their communication and language very effectively, especially with pre-school children. Children are confident learners and engage well in activities that interest them.

## Setting details

<b>Unique reference number</b>	EY446167
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1105425
<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>	1 - 4
<b>Total number of places</b>	73
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Cheeky Cherub's Partnership
<b>Registered person unique reference number</b>	RP531363
<b>Date of previous inspection</b>	6 November 2014
<b>Telephone number</b>	01524409409

Cheeky Cherubs Nursery registered in 2012 and is privately owned. The nursery employs eight members of childcare staff, of these four hold appropriate early years qualifications at level 3, two hold appropriate early years qualifications at level 5, and two at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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