

<b>Inspection date</b>	14 December 2017
Previous inspection date	25 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The qualified staff make extremely effective use of training to further enhance their professional knowledge. For example, staff in the baby room have gained a better understanding of how babies develop thinking skills. This has prompted them to provide more challenging activities which stimulate babies' problem-solving abilities.
- Staff work exceptionally well with parents. They are particularly effective at exchanging information about children's learning. For instance, they regularly email parents with updates about their children's progress. Parents express how the information they receive strengthens their understanding of how to support their children's learning at home.
- Children of all ages thrive in the highly nurturing environment provided by staff. Their physical and emotional needs are extremely well supported throughout their time at nursery. This begins with excellent procedures to help them settle in when they first join. They develop strong attachments with their key persons, which helps them feel confident and secure.
- Children make consistently good progress from their starting points, with some children exceeding the expectations for their age. Where children's learning is not where it should be, this is quickly identified through the excellent monitoring systems. Effective partnership working between parents, staff and other professionals helps to secure the best possible outcomes for all children.

## What the setting needs to do to improve further

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

- continue to develop the excellent provision for teaching older children about letters and sounds to support their early literacy skills and readiness for school.

### Inspection activities

- The inspector observed a range of activities indoors and out, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the owner, manager and deputy manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with several parents and considered their views alongside a sample of parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The owner and managers demonstrate an outstanding drive to develop and improve the quality of the provision. They actively seek feedback from others, including parents and early years advisers. The actions they take to enhance the service help to ensure excellent learning outcomes for children. Managers use extremely effective monitoring and supervision to guide staff and further enhance their professional skills. Safeguarding is effective. All staff have a comprehensive knowledge of how to keep children safe. They know the signs which might indicate a child is at risk of being harmed and are confident about procedures for reporting any concerns.

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

Staff observe children as they play and use comprehensive tracking systems to closely monitor their progress. They identify children's interests and what they need to learn next and use this information to plan a rich, stimulating and varied curriculum. Children are highly imaginative and creative. They express their ideas and reflect on their experiences. For example, toddlers enjoy acting out simple scenarios, such as cooking or having a picnic. Older children learn a range of skills and are exceptionally well prepared for school. For instance, during a mathematics activity, children count forwards and backwards to 20 and beyond. They enthusiastically record their findings by writing the numerals. Staff plan to further develop their teaching of letters and sounds to enhance children's excellent early reading skills.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. They are kind and cooperative as they play together and are thoughtful about each other's needs. For example, toddlers recognise when their friend may need a tissue and go to fetch one. Children benefit from fresh air and exercise as they play outdoors each day. They enjoy physical challenges and learn to assess risks to help keep themselves safe. For instance, as they use the large climbing apparatus. Children make positive choices about food. For example, through discussions with staff and peers they enjoy healthy and nutritious meals. Staff promote a 'listening culture' where children's ideas and opinions are considered and valued. For example, older children cast votes to decide which stories will be read by staff at group time.

### Outcomes for children are outstanding

Children are highly motivated learners and enjoy solving problems for themselves. For example, older children investigate how to make porridge. They constantly monitor the consistency of the mixture and assess how much of each ingredient they need to add until they are satisfied with the outcome. Children who have special educational needs (SEN) and/or disabilities and those receiving additional funding quickly grasp new skills and any gaps in their learning are rapidly closing. Children are extremely prepared for the next stages in their development. Babies learn to take their first steps and become confident walkers.

## Setting details

<b>Unique reference number</b>	EY300440
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1068740
<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 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Little Cherubs Care and Education Ltd
<b>Registered person unique reference number</b>	RP525265
<b>Date of previous inspection</b>	25 February 2014
<b>Telephone number</b>	0208 650 6507

Little Cherubs nursery registered in 2004. The nursery opens five days per week, 51 weeks of the year. Opening hours are from 8am until 6pm with an early open facility from 7.45am. There are 14 staff working with the children, all of whom have a relevant early years qualification at level 3 or level 2. The setting receives funding for the provision of free early education for children aged two, three and four years old.

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