

Inspection date	24 January 2018
Previous inspection date	11 March 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

- Parents speak highly of the setting and value the service provided. For instance, they appreciate the advice and support that staff provide on issues such as managing children's behaviour and potty training. They feel that there is an excellent exchange of information on their child's progress, which helps them to support learning at home.
- Staff get to know children well and have a good understanding of their individual interests and abilities. They regularly assess children to find out what they need to learn next and plan a variety of activities to help children make good progress.
- Staff provide lots of encouragement for children to be independent. For instance, they teach children to serve themselves at lunchtimes and to prepare their own sandwiches for tea. Children develop confidence in managing their personal needs, such as wiping their noses and recognising when they should wash their hands.
- Children of all ages develop strong physical skills. They make the most of the spacious environment as they learn to crawl, walk and move in different ways. Children begin to coordinate movements in their hands and fingers in readiness for writing. For example, they learn to manipulate materials such as play dough, sand and shaving foam.

It is not yet outstanding because:

- Staff in the toddler room occasionally miss opportunities to continually build on what children already know and can do, to help them develop their thinking skills.
- Staff do not always provide opportunities for children to access a wide range of reading materials.

What the setting needs to do to improve further

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

- build on the already good teaching and help children, particularly in the toddler room, to further develop their thinking skills
- provide more opportunities for children to develop their literacy skills.

Inspection activities

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

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

The managers form a well-organised and efficient team. They regularly review the quality of the provision, taking account of parents', staff and children's views. The plans for improvement are well targeted and additional funding is used effectively to improve outcomes for children. For instance, the managers are currently developing a sensory room in the garden, to enhance the learning of children who have special educational needs (SEN) and/or disabilities. Safeguarding is effective. Staff have a secure understanding of how to help keep children healthy and safe. They recognise the signs which might indicate a child is at risk of harm and know how to report any concerns about children's welfare.

Quality of teaching, learning and assessment is good

The managers successfully guide and supervise staff, such as through regular training. Staff make good use of the new skills and knowledge to improve their teaching practice. For instance, they have developed highly effective strategies for communicating with children. This has had a positive impact on children's language development, including those who speak English as an additional language and those who have SEN and/or disabilities. Staff are quick to identify where children's learning is not as expected. They take appropriate action, such as working with other professionals or providing additional support within the setting to help close any gaps in children's learning.

Personal development, behaviour and welfare are good

Children form very strong bonds with staff and demonstrate that they are happy and secure in the warm and nurturing environment. Staff support children's understanding of healthy lifestyles well. For instance, they provide healthy meals and snacks that include lots of fresh fruit and vegetables. Children benefit from fresh air and exercise in the spacious garden each day, as well as on regular visits to the large playing field and park nearby. Staff help children to learn about and respect differences between themselves and others. For example, they teach children about the practices and beliefs of their own and other communities. They encourage parents and families to share their traditions at special events in the setting.

Outcomes for children are good

Children are confident and independent learners. They become highly involved in their play and their behaviour is very good. Children enjoy choosing from the good range of stimulating resources and use these imaginatively to explore their own ideas. For instance, a group of children made 'soup' by mixing natural resources in the mud kitchen while others created a 'princess castle' from a cardboard box and collage materials. Children, including those who have SEN and/or disabilities, make good progress from their starting points and develop skills in readiness for school. For example, older children learn to recognise and write the letters in their names, and begin to count groups of objects accurately.

Setting details

Unique reference number	EY281096
Local authority	Redbridge
Inspection number	1061757
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 - 4
Total number of places	39
Number of children on roll	42
Name of registered person	Linda Margaret Davis
Registered person unique reference number	RP512391
Date of previous inspection	11 March 2013
Telephone number	0208 597 4233

Little Cherubs registered in 2004. It is open each weekday from 8am until 6pm for most of the year. The nursery provides funded early education for children aged two, three and four years. It employs 13 members of staff. Of these, 11 hold relevant early years qualifications between levels 2 and 4.

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