

Little Cherubs Nursery

Liphook Methodist Church, London Road, Liphook, GU30 7AN



Inspection date

Previous inspection date

23 April 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The manager and staff's understanding of safeguarding procedures, including the nurseries policies, is weak. This compromises children's safety and welfare.
- The manager does not effectively monitor staff's practice to identify all weaknesses. Staff do not receive the training and support they need to improve the quality of their teaching and children's learning experiences. Outcomes for children are inadequate.
- Staff do not complete accurate observations and assessments of children's learning. The required progress check for children between the ages of two and three years does not identify gaps in children's development, to help staff plan targeted support. Staff do not plan activities or tailor learning to support children in making sufficient progress.
- The monitoring of children's progress is poor. The manager does not gather accurate information to inform her of potential gaps in children's learning. Some younger children and those in receipt of additional funding develop poor communication skills and gaps in their progress continue to widen.
- The manager does not evaluate her provision effectively. While she knows there are weaknesses in the nursery, she has not identified what they are or how to address them. She fails to recognise when there are breaches in requirements.

It has the following strengths

- Children behave well. Staff implement clear behaviour boundaries and help children to learn how to share, take turns and to respect the differing needs of their friends.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve staff's knowledge and understanding of how and when to implement child protection policies and procedures to safeguard children 	30/04/2018
<ul style="list-style-type: none"> ■ improve the supervision for staff to provide them with effective support, coaching and training to improve the quality of teaching and outcomes for children 	24/05/2018
<ul style="list-style-type: none"> ■ ensure that all required two-year-old progress checks are completed accurately, to identify where children's progress is less than typical 	24/05/2018
<ul style="list-style-type: none"> ■ implement an effective observation and assessment system, and use information gained from children's initial starting points, to clearly identify and precisely plan next steps in learning to ensure gaps in children's progress close quickly 	24/05/2018
<ul style="list-style-type: none"> ■ develop precise monitoring and tracking systems to accurately assess children's development to identify gaps in their learning and target support for their future progress 	24/05/2018
<ul style="list-style-type: none"> ■ ensure activities are planned and tailored to meet children's individual needs and their next steps in learning, to enable all children to participate fully in purposeful activities and make good progress. 	24/05/2018

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

- improve self-evaluation to identify all areas of weakness, breaches of requirements and areas to improve more effectively.

Inspection activities

- The inspector observed the quality of teaching both indoors and outside, and the impact this has on children learning.
- The inspector spoke to the manager, staff and children at convenient times during the inspection.
- The inspector spoke to some parents during the day and took account of their views.
- The inspector checked evidence of the suitability of the staff, confirmation of staff's training, recruitment procedures, and policies; looked at a selection of children's records; and discussed safeguarding procedures and the self-evaluation process.
- The inspector carried out a joint observation with the provider.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider, who is the manager, is aware that there are weaknesses in the provision but has not identified what they are, or how to address these to ensure that she meets all legal requirements. She fails to ensure that staff know how and when to report concerns about children's welfare to the relevant agencies. Although staff receive safeguarding training and they understand the child protection policies and procedures to safeguard children, they do not always follow them. They do not consistently record existing injuries children have when they attend the setting or robustly follow up children's absences. A lack of staff supervision means staff have very limited opportunities to develop their teaching skills. This has a negative impact on staff's understanding of how to promote children's learning and well-being. The monitoring of children's progress is inadequate. For instance, the manager does not check recently introduced systems for accuracy and this means that gaps in children's learning are not identified or addressed, to help children catch up. This has had a negative impact on all children's progress, particularly for those children who are in receipt of additional funding.

Quality of teaching, learning and assessment is inadequate

Overall the quality of teaching is inadequate. Staff assessments of children's learning are not accurate. For example, the progress checks for children between the ages of two and three years do not accurately reflect children's progress. Staff do not identify gaps in their development, target support to help them catch up. This does not help younger children in making good progress, particularly in their communication and language skills. Although staff observe children and know them fairly well, they do not use the information they have to plan activities that are tailored for their individual needs. This does not support those children who are not making typical progress, and gaps in their learning are widening. At times, staff do not sufficiently challenge older children. Staff supervise children but do not capture opportunities to build on what children know and can do. For instance, as children paint, staff praise them but do not help them learn to mix paints, learn about colours, or develop their early writing skills. At times, children are not motivated in their learning, and become bored and disinterested.

Personal development, behaviour and welfare are inadequate

The weaknesses in staff's working knowledge of safeguarding procedures does not assure children's welfare. Staff use their daily conversations with parents to find out about children's care needs. This helps children develop secure relationships with staff who use their key-person approach to help children settle. For instance, when children arrive, staff warmly greet them and help them to choose toys with which to play. Children gain some independence skills, in readiness for their eventual move to school. For instance, they learn to wash their hands, serve themselves foods and pour drinks confidently. Staff provide children with activities that promote their physical well-being. For instance, children enjoy weekly 'sports club' and develop a positive attitude to keep themselves healthy.

Outcomes for children are inadequate

Weakness in the observation, assessment and monitoring of children's learning means that not all children are making the progress of which they are capable. Teaching is not effective in targeting specific next steps in learning. Some children, including those who are in receipt of additional funding, do not make sufficient progress, particularly in their communication skills. However, older children do engage in some activities and are inquisitive in their play. They are developing some of the skills they need to support them in their future learning.

Setting details

Unique reference number	EY499399
Local authority	Hampshire
Inspection number	1048093
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	44
Name of registered person	Maureen Estelle Powers
Registered person unique reference number	RP513010
Date of previous inspection	Not applicable
Telephone number	07776192091

Little Cherubs Nursery registered in 2015 and operates from the Methodist Church Hall in Liphook, Hampshire. It is open Monday to Friday during school term time, from 8am to 4pm. There are six staff who work at the nursery, five of whom hold qualifications at level 3 and above. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

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