

# Cherubs Kindergarten

Chapel Cottage, 18 Cragg Hill, Horsforth, Leeds, West Yorkshire, LS18 4NU



## Inspection date

19 June 2018

Previous inspection date

12 February 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not consistently engage children in purposeful play. Activities do not always support children's next steps in development or offer enough challenge to their learning.
- The overall quality of staff observations and assessments is variable. Consequently, not all children make the progress that they are capable of.
- The manager does not deploy staff effectively at lunchtime to meet children's individual needs. Consequently, children start to shout, misbehave and get upset at this time.
- The manager does not support staff well enough to continually improve their practice. For example, staff supervision meetings do not identify precise targets to help address weaknesses in their practice. This means that the quality of teaching is variable, overall.
- Staff do not organise adult-led group time sessions effectively, to promote children's attention, listening and communication skills well.
- Staff do not consistently inform parents about their children's development or encourage them to contribute information to their children's ongoing assessment.

### It has the following strengths

- The manager has worked closely with the local authority adviser to reflect on and address the actions for improvement raised at the last inspection. For example, children wash their hands thoroughly and make their own choices at snack time. This helps to promote their health and hygiene well and support their growing independence.
- Children develop strong attachments with the staff and settle quickly in the setting.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that all staff plan challenging activities and purposeful play opportunities to effectively meet children's next steps in learning and support them to make good progress	06/07/2018
■ improve the organisation of staff to ensure children's needs are well met, at all times, with particular regard to mealtimes.	06/07/2018

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

- strengthen supervision and monitoring of staff practice to precisely target individual support needed and help to raise the quality of teaching to a consistently good level
- monitor observations and assessments more sharply to help promote greater consistency in the quality and to address any gaps in children's learning swiftly
- reorganise adult-led group times to help develop children's listening, attention and communication skills further
- share information with parents regularly about children's ongoing learning and assessment and encourage them to contribute their own information to help promote greater continuity in children's development.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager for the nursery.
- The inspector held a meeting with the nursery manager and provider and discussed self-evaluation. She looked at relevant documentation, such as staff supervision records, children's assessment files and a selection of policies and procedures.
- The inspector spoke to parents during the inspection and took account of their views recorded in the compliments file and on the setting's feedback forms.

## Inspector

Helen Royston

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager does not monitor staff practice robustly enough. For example, staff supervisions are not fully effective at identifying clear targets for staff improvement, to raise the quality of teaching to a higher level. Safeguarding is effective. All staff have attended child protection training to help them to identify the signs and symptoms of abuse. They understand who to share their concerns with. There are detailed policies and procedures in place to support staff to take appropriate action. Staff are vigilant in identifying and removing any potential risks to children in the environment. The manager has developed strong links with the local schools. For example, teachers visit children who are moving on to school and staff share key information about their progress.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is inconsistent. For example, some staff do not gain the children's attention and listening skills effectively, for children to engage in a group story time or singing session successfully. Staff plan activities that follow children's interests, such as creating models from a range of junk materials. This helps to promote the children's creative and problem-solving skills well. However, they do not always plan activities to sufficiently target towards what children need to learn next. Staff complete observations of children's play and monitor the progress they are making, although the quality of these assessments is variable, overall. There are systems in place to share children's progress. However, not all parents are aware of these and therefore do not readily share their own information to compliment children's development.

### **Personal development, behaviour and welfare require improvement**

The organisation of staff during some routines and activities is not effective. For example, staff seem unsure about what their role is in supporting children during lunchtime and this creates a chaotic environment. Younger children begin to feel tired and frustrated as they are waiting a long time and older children lose interest and run away from the table. However, children generally behave well, overall. For example, staff teach them how to take turns while playing games together and remind them to use good manners. Staff sensitively meet babies' care needs, such as through nappy changing and soothing them to sleep.

### **Outcomes for children require improvement**

Children are not making good enough progress. However, they develop some key skills in readiness for school. For example, they make marks with brushes in water to help foster their early writing skills. Children enjoy being physical outdoors and confidently practise running, climbing and sliding. They learn about shape, number and measure through their play. For example, they fill and empty containers. Boys order number stepping stones correctly and identify shapes in the environment, such as 'cylinder' for a tree.

## Setting details

<b>Unique reference number</b>	319363
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1125850
<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 - 9
<b>Total number of places</b>	36
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Sandra Morgan
<b>Registered person unique reference number</b>	RP908496
<b>Date of previous inspection</b>	12 February 2018
<b>Telephone number</b>	0113 2591539

Cherubs Kindergarten registered in 1992. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery also cares for children after school from a local school. It receives funding to provide free early education for two-, three- and four-year-old children.

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