

Cheeky Cherubs Preschool

Dagenham Parish Hall, Exeter Road, Dagenham, Essex RM10 8TR



Inspection date	12 November 2018
Previous inspection date	14 July 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of 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 provider has failed to notify Ofsted of changes to the committee members. This means that suitability checks have not been completed by Ofsted to ensure every individual is suitable for their role.
- Children's safety is compromised. Managers and staff do not assess risks to children effectively enough to identify all potential hazards and manage them throughout the session.
- Staff are not well deployed across the pre-school to ensure children enjoy good-quality interactions from adults. Children's behaviour is not effectively managed at times, resulting in them becoming distracted and disengaged.
- Staff do not ensure that children have daily access to outdoor play.
- Staff do not plan effectively for individual children to ensure that they are suitably challenged and engaged in purposeful play.

It has the following strengths

- Staff create a welcoming environment. They provide children with a wide range of resources that is effectively presented. Children make independent choices in their play.
- Managers and staff work well together in partnership with other agencies and parents. Parents are encouraged to play an active role in their children's learning. They speak highly of the pre-school staff.

What the setting needs to do to improve further

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

	Due date
ensure that Ofsted is provided with the necessary information to enable them to carry out suitability checks for all members of the committee	08/12/2018
implement effective arrangements for risk assessing the premises before children arrive and when children are present	08/12/2018
ensure staff are appropriately deployed across the pre-school to enable staff to supervise children effectively	08/12/2018
implement effective arrangements for managing children's behaviour in a positive manner	08/12/2018
ensure children are provided with opportunities to experience outdoor activities on a daily basis	08/12/2018
improve the quality of teaching to provide children with good-quality interactions and plan effectively to ensure they are engaged in purposeful play and are suitably challenged in their learning.	08/12/2018

Inspection activities

- The inspector had a tour of the premises with the pre-school manager.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed a planned activity. She observed interactions between staff and children and jointly evaluated the teaching and practice with the pre-school manager.
- The inspector held meetings and discussions with the nominated provider, the pre-school manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to parents during the inspection and took into account written feedback to ascertain their views on the pre-school.

Inspector

Vanessa Cariba

Inspection findings

Effectiveness of leadership and management is inadequate

The provider has failed to ensure that they meet all of their legal roles and responsibilities. Some members of the management committee have not provided the required information so that Ofsted can establish their suitability. Risk assessments are not robust or conducted effectively to ensure children's safety. For example, staff do not monitor how hot radiator covers become throughout the session. At times, these are too hot to touch, putting children at risk. Additionally, staff do not ensure that all hazardous items are removed from children's reach before they arrive and risks from faulty partitions used to separate areas of the hall are not minimised. Nevertheless, staff do have a clear understanding of the actions to take if children are at risk of harm or there are possible signs of extreme ideas. Staff have regular team meetings. The manager has arrangements in place for the supervision of staff and encourages them to widen their knowledge and skills, for example through training.

Quality of teaching, learning and assessment is inadequate

Staff do not consistently plan effectively for children's individual learning needs. They do not provide sufficient challenge for older children to help them to make good progress in their learning. Some younger children wander aimlessly around the pre-school receiving little interaction from adults. Despite this, most children enjoy their time at the pre-school. They freely access the resources presented each day and guide their own play. Children make play dough with staff and enjoy estimating and measuring the ingredients. Staff talk to them about the ingredients they are using, and how many cups of each they will need. Children join in with music and movement sessions. They follow staff's directions to move various part of their body when the music stops.

Personal development, behaviour and welfare are inadequate

The manager and staff do not have sufficient knowledge of how to keep children safe. Staff are not effectively deployed across the pre-school to provide children with the right level of interaction and children often become disengaged or disinterested in the activities on offer. Children have some access to physical exercise, for example, when they ride bikes and trikes around one end of the hall. In good weather children have access to the pre-school garden. However, when it is wet outdoors, staff do not make effective use of the garden to ensure that children have daily access to outdoor play and fresh air. Staff encourage children to develop an understanding about keeping healthy. They talk to them about foods which are good for them. They encourage them to talk about the foods they like and dislike.

Outcomes for children are inadequate

Weaknesses in the quality of teaching, learning and assessment, mean that some children do not make good progress from their starting points. Despite this, children do develop some of the skills they require to help them to move on to their next stage of learning or school. Children develop some independence. For example, they pour their own drinks and take their packed lunches out of their lunch box. Children develop some mathematical understanding when they use numbers in their play. For example, they park the numbered cars and bikes in the matching numbered parking space.

Setting details

Unique reference number	EY216402
Local authority	Barking and Dagenham
Inspection number	10061359
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	30
Name of registered person	Cheeky Cherubs Committee
Registered person unique reference number	RP906816
Date of previous inspection	14 July 2015
Telephone number	07729 921 824

Cheeky Cherubs Preschool registered in 2001 and operates in the London Borough of Barking and Dagenham. The pre-school employs eight members of staff. Of these, all eight hold appropriate early years qualifications at level two and above. The pre-school opens Monday, Tuesday, Wednesday and Friday, term time only. Sessions are from 8.30am until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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