

Cherubs Firststeps 2-3's



Locks Martial Arts and Fitness Centre, Waterson Road, GRAYS, Essex
RM16 4NX

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| Inspection date | 14 February 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of 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

- Children receive a warm welcome when they arrive at the nursery. There is a busy buzz of activity and conversation as children discuss and learn from practitioners. Children have a wide variety of activities to choose from and happily engage in the interesting tasks at hand.
- Practitioners support and guide children in their play. They are skilled in adapting activities to ensure children's interests and needs are met. Children remain focused for long periods of time as they thoroughly enjoy what they are doing. For example, children are fascinated as they post items through different coloured tubes. Their learning is further extended as they concentrate on matching the colours of the tubes to the same coloured objects. Children are able to identify and sign the colours.
- Partnerships with parents are good. Parents are pleased with the progress their children are making and the regular feedback and input that they receive from practitioners.
- Partnerships with outside agencies are particularly strong. Children with special educational needs and/or disabilities are very well supported. This allows practitioners and parents to work confidently together to ensure children are making good strides in their development.
- Occasionally, practitioners do not fully extend children's learning through the resources that they provide, to help them make the best possible progress.
- Sometimes, practitioners miss opportunities to allow children to fully develop their independence skills.

What the setting needs to do to improve further

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

- extend the way in which practitioners use resources, to offer children even greater challenge and learning opportunities, helping them to make the best possible progress
- enhance opportunities for children to do things for themselves so that they can further develop their independence skills.

Inspection activities

- The inspector observed the children and practitioners in their room and outside in the garden area.
- The inspector spoke to practitioners, children and managers at appropriate times throughout the inspection. She took into account the feedback and comments provided by parents.
- The inspector held a meeting with management and checked evidence of practitioners' qualifications and their suitability to work with children.
- The inspector carried out a joint observation with the room leader and held discussions regarding the impact on children's learning and development.
- The inspector sampled documents, including children's files, policies and procedures, safeguarding documents and practitioners' files.

Inspector

Angela Doherty

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Practitioners place a high priority on keeping children safe. They know the signs to look for and the procedures to follow if a child is at risk. Practitioners receive ongoing support through an effective training programme to continuously improve their teaching practice. Managers diligently track children's progress through all areas of learning and, where gaps are identified, are quick to allocate resources and training to close them. Managers are proactive in dealing with any improvements that practitioners, parents and outside agencies may suggest and are continuously looking at ways to enhance the service they provide.

Quality of teaching, learning and assessment is good

Practitioners are considerate and very patient with the children. They give children plenty of time to think about what they want to say and to formulate answers to their questions. This allows children to feel confident and gives them a sense of well-being as they feel that what they say really matters. Children learn about festivals and cultural practices from around the country and the world. For instance, they thoroughly enjoy and are absorbed in making Valentine's Day pictures and cards with heart-shaped cookie cutters and puzzle pieces. Staff are skilled at linking previous learning to new ideas and concepts around the same topic. This allows children to make good progress, building on and strengthening their knowledge. For example, children discuss their pet fish at the craft table and then revisit the topic when they are playing with fish moulds in the sandpit outside. Practitioners develop children's learning, for instance to incorporate the sea and different types of fish found in the ocean.

Personal development, behaviour and welfare are good

Children behave very well. Practitioners have very good relationships with one another and are wonderful role models to the children in their care. Children are kind and considerate towards one another. They have all benefited from developing their communication skills to help them fully express themselves. For instance, they have learned sign language and are able to sign colours, when singing nursery rhymes and when communicating with practitioners. Practitioners reward children with very specific praise for things that they have done well. This helps them to understand what they are doing right and encourages them to learn further. Partnerships with other settings that children attend are good, which ensures continuity in children's learning. The outdoor area is well resourced and this helps children to make good progress in their physical skills.

Outcomes for children are good

Children are given the freedom to make their own choices throughout their day. They relish the opportunities to explore and use their imaginations. For example, children delight in playing with a toy traffic light as they pretend to control the flow of traffic of the other children on bikes in the garden. They learn that green means go and red means stop. Children make good progress from their starting points and they are well prepared for the next stages in their learning journey.

Setting details

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| Unique reference number | EY540632 |
| Local authority | Thurrock |
| Inspection number | 10079857 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 2 - 3 |
| Total number of places | 25 |
| Number of children on roll | 33 |
| Name of registered person | Best, Marian |
| Registered person unique reference number | RP909552 |
| Date of previous inspection | Not applicable |
| Telephone number | 01375 855 134 |

Cherubs Firststeps 2-3's registered in 2016 and is one of two privately owned settings. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds a level 2 qualification. The nursery opens Monday to Friday during term time only. Opening times are from 8am until 3pm.

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