

Cherubs Kindergarten

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



Inspection date

2 May 2019

Previous inspection date

19 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Since the previous inspection, the provider has taken positive action to make improvements. Staff work well as a team and teaching is good overall. They use a wide range of stimulating resources and activities to engage children well.
- Staff accurately assess children's progress and use the information to identify next steps in children's learning. Planned activities link to children's abilities and interests. They achieve well from their starting points and make good progress.
- Babies quickly develop secure attachments to their key person. They are happy and settled, which shows they feel safe in the welcoming environment. Older children have good relationships with staff and each other. They behave well. They take turns when playing and listen to each other's ideas.
- Parents are pleased with the nursery and value the support the staff provide. They say that staff help their children prepare very well for the move to school, so children are emotionally ready and independent.
- The provider has improved assessments of staff's practice to identify their strengths and areas to improve. However, she does not use the information she gathers as effectively as possible in order to precisely target staff's individual training needs.
- Children who speak English as an additional language do not have enough opportunities to use their home languages in order to help them make rapid progress in developing their speaking skills.

What the setting needs to do to improve further

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

- sharpen supervision and monitoring of staff practice, and use the findings to precisely target professional development opportunities to staff's individual training needs, to help all staff raise teaching to the highest level
- provide children with a wider range of opportunities to use their home languages in play and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery deputy manager.
- The inspector held a meeting with the nursery manager who is also the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of leadership and management is good

Staff work well together to drive improvements in the nursery. The provider actively seeks support from the local authority and takes into account the views of parents and children. For example, the provider has changed the lunchtime routine. Children now eat in a calm, relaxed environment where they can chat to their friends and develop their independence. Safeguarding is effective. Staff have a good understanding of the signs that might indicate a child is at risk from harm and of wider child protection issues. Key people work highly effectively with other professionals to keep children safe and give them the best start.

Quality of teaching, learning and assessment is good

Some staff promote children's learning very well through asking open-ended questions that encourage children to think about what they are doing and what might happen next. They encourage children to question, think critically and conduct their own research. Children use factual books to find information and make connections to their own first-hand experiences. Assessments of children's progress are accurate, and staff use them well to plan for children's future learning. Staff promote an effective two-way flow of information with parents, so they are involved in monitoring their children's progress. Staff provide many opportunities for children to make marks, draw and develop early writing skills. For instance, children flick water from large paintbrushes to make patterns on the floor. The most-able children benefit from challenging activities that help them to fulfil their potential. For example, staff support them to read instructions on seed packets. Children clearly explain to the inspector how a seed grows into a flower.

Personal development, behaviour and welfare are good

The nursery is a welcoming and safe environment in which staff support children and families well. They encourage children to make choices and take safe risks in the outdoor play area. Children enjoy the challenge of climbing and balancing. Children are learning how to play cooperatively with others. They enjoy building and role play. Staff working with babies, gather detailed information about their care routines. These are supported well to promote children's physical and emotional well-being. Staff promote healthy eating at mealtimes and through activities. All food provided is freshly made and nutritious. Children use the nursery allotment to grow their own fruit and vegetables.

Outcomes for children are good

When children move on to school, they are reaching the expected targets for their age. Some exceed the age-related expectations for their age, particularly in reading and writing. Children's mathematical development is good. They can count to higher numbers and are beginning to recognise numbers and shapes. Children develop their concentration and listening skills through small-group activities that help to prepare them well for activities in school.

Setting details

Unique reference number	319363
Local authority	Leeds
Inspection number	10085035
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 9
Total number of places	36
Number of children on roll	36
Name of registered person	Morgan, Sandra
Registered person unique reference number	RP908496
Date of previous inspection	19 June 2018
Telephone number	0113 2591539

Cherubs Kindergarten registered in 1992. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery receives funding to provide free early education for three- and four-year-old children.

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