

# Little Cherubs Day Nursery

Unit 1-2, Common Barn Farm, Tamworth Road, LICHFIELD, Staffordshire  
WS14 9PX



<b>Inspection date</b>	2 July 2019
Previous inspection date	30 August 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

- Leaders, managers and staff have worked tirelessly to make the required improvements since their last inspection. Robust systems are in place to ensure the ongoing safety of the premises. Clear records of complaints are now kept and are up to date.
- All staff are well supported by leaders and managers to further enhance their practice. Appropriate training is sought and taken up to complement the support given. This has a positive impact on the outcomes of children attending.
- Staff promote imaginative play well. Children have opportunities to dress up and role play both indoors and outdoors in the well-organised environment.
- Staff are warm, caring and approachable. They gather detailed information from parents when children first start. This helps staff to understand children's care and learning needs from the outset. As a result, children settle in quickly.
- Children are eager to explore their environment, which is well planned. They freely access a range of resources from low-level storage and clearly enjoy taking part in activities that are planned for them.
- Parents say that staff are 'friendly' and regularly provide time to discuss their child's learning. Parents say they are kept up to date and are invited to a number of events and workshops about learning across the year.
- Lunchtime is a sociable occasion for children, who serve their meals themselves. However, lengthy routine arrangements mean that some children become restless and distracted as they wait for their turn. Children are not always helped to understand appropriate portion sizes.

## What the setting needs to do to improve further

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

- make improvements to lunchtime routines to ensure that children receive their meals without delays
- build on children's understanding of healthy eating further to support them to learn about appropriate portion sizes.

### Inspection activities

- The inspector observed the quality of teaching practice during activities indoors and outdoors and assessed the impact this has on children's learning. The inspector carried out a joint observation with the nursery manager.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector viewed all areas of the premises indoors and outdoors.
- The inspector held meetings with the leaders and managers. She spoke to parents during the inspection and took account of their views.
- The inspector viewed a range of policies, records and other relevant documentation and checked evidence of suitability and qualifications of the staff.

#### Inspector

Suzanne Taylor

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Leaders and managers are passionate about their work. They understand their responsibility to protect children from harm and are clear about reporting procedures to follow in the event of a concern or an allegation. Staff understand their roles to keep children safe. Regular checks of all areas are made during the day and managers ensure that risks in the environment are removed. Self-evaluation is utilised well. The views of parents, staff and children contribute to the continual effort to enhance and make improvements to the provision. Staff receive a high level of support and guidance from the leadership team, which routinely monitors their practice. This helps staff to enhance their skills across all areas of the provision.

### Quality of teaching, learning and assessment is good

Overall, the quality of teaching is good. Staff are enthusiastic about the experiences they provide for the children. They use observation and assessment information well to plan activities that help children to enjoy learning and develop their skills further. For example, children delight as they splash in a tray of slime to make the sea creatures bounce. Older children talk confidently and share their experiences with staff and others. For instance, they talk about what they did during their recent visits to their new schools, what they saw and what they are going to wear. They listen intently to stories and contribute their thoughts and ideas. Staff working with younger children model language very well. They are enthusiastic and sing songs, encouraging children to sing along and follow the actions.

### Personal development, behaviour and welfare are good

Children behave well. Staff are calm in their approach as they help children to understand that they need to wait for their turn. Children understand the routines of the day and listen and respond well to staff. Children have opportunities to develop their physical skills outdoors in the large garden, using wheeled toys and climbing equipment. They learn about the wider world and discuss differences and similarities of others. They enjoy learning about the local area and often make visits to the farm to see the animals. Children are well supported to follow good hygiene routines. Older children manage their personal care needs independently. Children talk about being healthy. For example, they are keen to take part and show how they brush their teeth and explain what would happen if they did not.

### Outcomes for children are good

All children are consistently making good progress from their starting points. They acquire the skills needed for their next stages in learning and the move on to school. Younger children are industrious in their play. For example, they continually fill and empty moulds as they play in the sand and repeatedly make prints from vegetables using different colours. Older children show how they form letters from their names as part of their play with shaving foam. Children learn to take turns and play collaboratively. For example, they work together to problem-solve and construct a winding train track. They take turns to test out how the bridge works with their trains.

## Setting details

<b>Unique reference number</b>	EY555212
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10107262
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	89
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Neal, Kristina Rachel
<b>Registered person unique reference number</b>	RP555211
<b>Date of previous inspection</b>	30 August 2018
<b>Telephone number</b>	07817782768

Little Cherubs Day Nursery registered in 2018. The nursery employs 19 members of childcare staff. Of these, five hold appropriate early years qualifications at level 6, 11 hold qualifications at level 3, one holds a level 2 qualification and two are unqualified. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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