

Inspection of Little Cherubs Nursery

Liphook Methodist Church, London Road, Liphook GU30 7AN

Inspection date: 16 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are confident learners at Little Cherubs Nursery. Their own interests are supported and developed at every opportunity by the staff. While playing outside children discussed with a member of staff the texture and smell of shaving foam as it evaporated in water. They repeat new words and concepts introduced by the adult. Children want to try new experiences and build on what they know and can do already. Younger children are supported by staff to settle quickly and with ease. Information from home visits is used effectively to ensure a smooth move to the nursery.

The staff plan a wide variety of interesting and engaging activities for the children, drawing on what they can already do and extending their development further. Adults listen carefully to the children and ask thought-provoking questions during their play. However, they do not leave enough time for children to think about and respond to these questions before moving on. Children are not always fully challenged in their learning or given opportunities to take risks.

Children behave well. They willingly follow instructions and receive lots of praise. Staff are friendly and welcoming, and form strong bonds with the children in their care. The manager involves staff, parents and children in developing the nursery and its environment. Children created a garden wish list when redesigning the outside space, and were delighted to see their ideas being respected and valued.

What does the early years setting do well and what does it need to do better?

- Staff are good role models and children form strong attachments with them. Staff get down to the children's level when playing and actively encourage them to join in with a variety of activities and new experiences. For example, staff encouraged the children to explore under the climbing frame when searching for bugs, talking about how insects like to live where it is dark and gloomy. However, staff overlook opportunities to encourage children to take risks and explore more challenging activities.
- The manager observes staff regularly and gives them feedback on their performance. However, she is yet to fully identify the needs of the staff arising from these observations and monitoring of staff to maximise the impact staff training has on children's learning experiences.
- Staff work well with parents and other professionals to provide strong support to children with special educational needs and/or disabilities. They help to address gaps in their learning and guide their development to achieve well-planned targets. Parents are very positive about the care and consideration staff show towards their children and feel very well informed about their progress.
- Children are happy and settled. They form secure emotional attachments with

staff. Home visits help staff determine secure starting points for children's learning. Settling-in routines ensure children quickly develop a strong sense of belonging.

- Staff organise the environment well so that children have opportunities to play with a wide range of toys and resources. Children choose what they would like to do next, for example, joining a train track together or making a paper plate face. They engage well and show good concentration. Staff promote equality and provide an inclusive environment for children.
- Staff support children's language and communication skills well by using careful questioning and introducing new language. At times, they can overlook opportunities to extend children's thinking skills to a higher level, moving on with the conversation or activities before the child is ready.
- Children follow good hygiene routines and experience social snack and mealtimes. They help prepare the food and enjoy paying for their snack with coins. Children learn to share and take turns.
- The manager is committed to raising standards to an even higher level. She is passionate and enthusiastic, and leads a dedicated staff team. incisive and purposeful evaluation helps to identify what improvements need to be made and how they can include the children. Following the last inspection, staff introduced risk assessments for the children to carry out each day, thereby taking ownership of their own environment and how to keep themselves safe.
- Staff make effective use of their observations and accurate assessments to help plan activities that support what children need to learn next. Children are well prepared for their move to school. The manager tracks children's development effectively to ensure they receive a balanced curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Staff vetting, recruitment and induction in the nursery's policies, procedures and daily practices are clear and thorough. The manager ensures that staff complete up-to-date training in child protection and first aid. All staff know how to recognise, record and report any child protection concerns. They are consistently vigilant to keep children safe, and understand the need to maintain the security of the premises.

What does the setting need to do to improve?

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

- give children more time to think about and formulate their own responses to questions that arise from their play and learning
- identify staff training needs more accurately in order to enhance the learning opportunities for children

- encourage children to take risks with their learning and explore more challenging activities.

Setting details

Unique reference number	EY499399
Local authority	Hampshire
Inspection number	10079012
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	2 to 4
Total number of places	26
Number of children on roll	14
Name of registered person	Powers, Maureen Estelle
Registered person unique reference number	RP513010
Telephone number	07342766019
Date of previous inspection	14 September 2018

Information about this early years setting

Little Cherubs Nursery registered in 2015. It is open Monday to Friday during school term time, from 9am to 3pm. There are five staff who work at the nursery, three of whom hold qualifications at level 3. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- The inspector and the manager completed a learning walk to understand how the early years provision and curriculum is organised.
- A joint observation was carried out by the inspector and the manager.
- The inspector viewed a sample of children's records, and documents and policies. This included evidence about staff suitability and training.
- The views and opinions of parents, children and staff were taken into account during the inspection.
- A meeting was held between the inspector and the manager.

We carried out this inspection 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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