

Little Cherubs

Inspection report for early years provision

Unique reference number EY300440
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Inspector Rebecca Hurst

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Little Cherubs Nursery has been registered since November 2004 and is one of two nurseries run by Little Cherubs Care and Education Limited. It operates from a two storey building in Bromley and is accessible to transport services and local amenities. The nursery primarily serves families from the local community and surrounding areas.

Children are grouped according to their age range. Children under two years are cared for in a unit on the ground floor which includes a separate sleep area and nappy changing facilities. Children over two years are cared for in a unit located on the first floor which includes a quiet room and toilet provision. All children share access to a secure outdoor play area. There are currently 67 children aged under five years on roll. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery opens five days per week, 51 weeks of the year. Opening hours are from 08:00 until 18:00. Children can attend on a full time or sessional basis and children with special educational needs and those who have English as an additional language are fully supported.

There is a minimum daily attendance of -----fifteen staff, of whom twelve hold a relevant early years qualification. Three staff are currently working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled because the staff at the nursery create a safe and secure environment, where children are valued and supported to make the most of their abilities. Staff help the children to feel comfortable whilst they attend the setting. Warm, positive and trusting relationships enable children to feel safe and secure. Staff ensure experiences that are on offer to the children improve their learning opportunities, whilst working towards the best possible outcomes for children. The nursery has a high capacity to maintain continuous improvement, because all staff seek to improve their knowledge and understanding of children's early years through further education opportunities and training sessions.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- look at ways to promote the children's independence skills further during meal times

- ensure learning intentions for all activities are clearly identified in the planning to allow all staff to be aware of the learning objectives of the activity and that differentiation for activities is recorded for best outcomes for children
- allow children opportunities to mark their names on their work

The effectiveness of leadership and management of the early years provision

The staff have a good understanding of child protection and how to safeguard the children in their care. Good procedures are in place to ensure all staff have up to date Criminal Records Bureau checks in place. The manager ensures she records the numbers for the checks and the dates they were carried out, this ensures she is fully aware of when they need to be up dated. Stringent checks are in place to ensure all new staff are suitable to work with children. This further protects the safety of the children. Children are kept safe and secure, due to clear, concise and comprehensive risk assessments for both the setting and for outings.

Clear, accurate records are kept; including attendance registers which ensures the safeguarding of children. Children's safety is enhanced as children participate in regular fire drills. This allows everyone to be fully aware of what to do in an emergency. The setting's policies and procedures ensure parents are fully informed about all aspects of the provision. This enhances the children's safety, health and welfare.

All resources are deployed effectively to allow the children to enhance their independence skills. Children learn early word recognition through the excellent use of labels on the resources and furniture. Children learn about festivals and celebrations from around the world at an age appropriate level. The children have daily access to resources and materials that promote positive images of diversity and equal opportunities.

All staff constantly seek to improve their childcare practice so that children have enjoyable and challenging play and learning experiences. Staff have a natural affinity with the children, responding well to their welfare and development needs. The manager is driving improvement through her ambition to train and improve both her knowledge and that of the staff through attendance on ongoing training courses.

Staff have excellent communications with parents. Parents and staff have built excellent relationships which greatly benefits the care of the children. Parents attend parents evenings where they can discuss the development and progress of the children's learning, the parents are also involved in regular meetings regarding the running of the nursery. This ensures they are fully informed of what is happening within the nursery and are able to have their say in what happens.

Staff keep the parents up to date with their child's progress through informative developmental reports. Staff have built a good rapport with the local early years team. The team aid the staff's learning experiences by sharing training courses

with them. Staff also work with other settings the children attend. They gather children's observations from them, so they are fully aware of what stages of development the children have reached. Consequently, children are being supported in all areas of their development.

Staff have evaluated the setting extremely well and they have clear priorities and targets for improvements. Staff consult both parents and children in their self-evaluation. This ensures they get a clear picture from all users as to what they like and to what needs to be improved. The manager works with the answers to improve upon the practice of the nursery. As a result, the service is more than responsive to the needs of its users.

The quality and standards of the early years provision and outcomes for children

Children happily explore and experiment, using a good range of different materials and resources, in a safe, supportive and caring environment. This helps the children to confidently practise and acquire new skills. Children receive plenty of attention, through the staff listening and responding to them throughout their activities. Children show they feel safe through confident and independent learning, making choices, helping themselves to toys and readily approaching the staff if they need help or a cuddle. Steps taken to safeguard children include effective child protection and fire evacuation procedures, close and supportive supervision, for example, when playing in the garden.

Children are clearly making good progress from their starting points. Staff consult parents before they start at the nursery to ensure they are fully aware of the children's abilities. These are then used to inform planning. Planning is written around the children's six weekly reviews, which have the children's next steps of learning. These are used to guide the staff in the activities they will plan to progress the children with their development. There are however, missed opportunities to further enhance the children's learning experiences as the differentiation and the full learning intention for the activities are not included in into the planning. Staff are skilled in using open ended questions to enhance the children's learning. Children are attaining well.

Children are developing excellent skills for the future through support in using a wide range of learning resources. Children are highly skilled in using the nursery's computer. Children enjoy participating in activities from external companies to encourage the children physical exercise through sports and dancing . This further enhances the children's learning in these areas. Children throughout the day are reminded and are taught the importance of sharing. Staff explain to the children at a level they can understand the importance of being kind to each other. Staff are skilled in talking to the children about how to behave within the setting. As a result, children are all very well behaved.

Children play and move around in a hygienically clean, tidy and well organised nursery, promoting their health and welfare. They enjoy healthy snacks and plenty

of drinks. Children are offered and enjoy a good variety of fresh fruit and vegetables. Children also participate in their own cooking activities to provide snacks for them to eat. The cook ensures that all of the children's dietary needs are more than met through the extensive menu that is on offer for the children at meal times. Children do have missed opportunities at lunch time to enhance their independence skills as they do not serve themselves their meals. The children help each other to pour their own drinks around the table.

Children of all ages enjoy mark making activities using a wide range of different medium. Staff talk to the children about what they are using and what they are making. Children excitedly make their collages using the different resources that the staff have gathered for the activity. Older children, do not given the opportunity to mark make their own names during these activities. As a result, there are missed opportunities to enhance the children's learning in this area. The children enjoy exploring in the garden areas especially digging in the flower beds. The staff talk to the children about what they can see and what they can do with the soil. This enhances the children's learning of flowers and how things grow. Babies enjoy moving and dancing along with the staff singing. This builds a bond between the staff and the babies as well as enhance their physical development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 1 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met