

Little Cherubs

50 - 52 Shortlands Road, Bromley, Kent, BR2 0JP

Inspection date	25/02/2014
Previous inspection date	13/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The leadership and management team of the nursery is good. There is a team approach to improvement.
- Children's welfare is promoted through effective safeguarding procedures and children's well-being is extremely well promoted.
- Children are cared for in a very welcoming, secure and well planned environment. Staff use high quality teaching techniques to help children make good progress in their learning.
- Effective parental partnership and communication contributes to children's progress in learning and development.

It is not yet outstanding because

- At times, the noise levels in the pre-school room make it difficult for some children to sustain involvement and concentration.
- Outdoor learning experiences and provision do not consistently offer challenge for the older children's learning and development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time observing all groups of children, both indoors and outside and in all rooms and followed the progress of two children.
- The inspector talked with staff and parents, and held discussions with the management team, including the owner.
- The inspector examined documentation including a representative sample of children's records, self-evaluation documents, policies and staff suitability records.
- The inspector and manager carried out a joint observation of an adult led activity and lunch time routines.

Inspector

Jaspreet Deol

Full report

Information about 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 baby room and toddler room on the ground floor which includes a separate sleep area and nappy changing facilities. Children over two years are cared for in a large unit located on the first floor which includes a quiet room, large messy area and toilet provision. All children share access to a secure outdoor play area. There are currently 72 children on roll, all of whom are in the early years age range. 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 8am until 6pm with an early open facility from 7.45am. Children can attend on a full time or sessional basis and children with special educational needs and those who learn English as an additional language are fully supported. There are 14 staff working with the children, of who twelve hold a relevant early years qualification.

What the setting needs to do to improve further

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

- review the noise levels in the pre-school room to strengthen children's concentration and learning

- increase opportunities for older children to be consistently challenged in their learning through the outdoor provision.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are very happy in the nursery and demonstrate strong self-esteem and confidence. The staff team have a good understanding of the learning and development requirements and the interests of all the children in their care. The nursery environment is an inclusive and welcoming place where staff promote independence through providing a well-planned and organised environment. They foster a team approach to improvement which provides the team with a deeper understanding of the importance of an enabling environment and its impact on children's well-being, learning and development. Children have easy access to resources that are organised and clearly labelled with pictures and text. Trusting and supportive relationships with staff enable children to move around their

rooms and the outdoor environment with confidence.

Staff are enthusiastic and encouraging and they engage well with the children. This influences children's motivation to play and learn. Babies that are new to the nursery are settled and already interacting positively with their key person. Staff make daily entries in communication diaries for babies' parents, including children who have just finished their settling period. Starting points are recorded through conversation with parents during settling and this informs planning and enables staff to assess children's progress in learning.

Staff plan and support children's progress using a range of teaching methods, including using open-ended questions, encouragement, modelling language and providing a narrative for the youngest children. This supports children's communication and language development well. Staff regularly observe children's achievements and make assessments on all children's learning. These are shared with parents and discussed with a view to planning appropriate next experiences. For example, a child is allowed not to take part in carpet discussion with other children as the child likes to complete all puzzles before they are packed away. The child is able to complete the puzzles while listening to the group discussion simultaneously. This demonstrates staff recognise individual children's preferred ways of learning and facilitate these in their learning and development in planned and incidental activities.

Children are achieving within appropriate developmental phases. A 'family wall' of photographs is displayed at children's eye level in all rooms. Staff encourage children to talk about their parents, siblings and other family members, which promotes their language as well as their personal, social and emotional development. In the pre-school room this display has been moved closer to the snack table and at children's eye level to promote conversation between children, and children and adults in a meaningful context. Children engage in chatter with each other, referring to their family photos. Children are mostly able to sustain concentration while they engage in a range of stimulating activities. Opportunities to engage children's concentration and extend their thinking are sometimes missed in the pre-school room due to high noise levels at times. Children engage in self-chosen activities in a range of organised areas but high levels of noise mean children's thinking is hindered and staff miss some purposeful opportunities for engagement in child-initiated activities.

There are many opportunities for children to develop communication and literacy skills in and outdoor in the continuous provision and through adult led activities. Children write their names on paintings, in cards they make for peers and in the sand. Staff provide paint and chunky chinks for younger children to encourage them to experiment and develop hand control. A range of appropriate examples of children's writing in purposeful activities is displayed in the rooms in photographs and through children's work, illustrating children's progress. All rooms provide a range of appropriate and stimulating books both in and outdoors. The outdoor environment is well organised and offers plenty of learning opportunities in all areas overall. However, it does not always offer more challenging learning experiences to some older children, particularly those who prefer to learn outside.

Children have good opportunities to gain an awareness of diversity. Resources reflect

positive, multi-cultural images of families from a range of backgrounds, promoting positive examples of difference that promote positive attitudes in children. Children learning English as an additional language are well supported through resources such as stories recorded in the different languages reflected in the nursery. Staff ask parents for key words in children's home languages and children are able to use these in their play and learning experiences that they choose as well as those led by adults. This is demonstrated in the pre-school room by staff sharing a number song at carpet time, using key words in different languages. Children are familiar with the song, and enthusiastic and confident to participate; they display enjoyment and a positive awareness of differences. Staff promote inclusion in all areas of practice. Staff identify any concerns about children's development through observations of children and seek appropriate intervention through sensitive, on-going discussions with parents and liaison with outside agencies. Children benefit by experiencing appropriate interactions and experiences and make progress from their starting -points, this progress is reflected in their assessment.

Parents are actively encouraged to be involved in their children's learning from the settling in period and this is on-going throughout their child's time at the nursery. Parents are invited to meetings twice a year, where they can discuss their child's progress records and share information with their child's key person. There are regular informal exchanges of information and a number of social events throughout the year that parents may attend. All parents receive regular assessment reports on their child's achievement throughout the year and staff complete a progress check on all children between the ages of two and three, in consultation with the parents. These arrangements are highly effective in helping parents to be fully involved in their children's learning and development. Children's learning is effectively promoted in partnership with parents.

The contribution of the early years provision to the well-being of children

Children's personal, social and emotional well-being is nurtured exceptionally well by staff. As a result, children develop extremely positive relationships with staff and their friends. An effective key person system is in place; children form secure attachments with staff that have exceptional knowledge of their individual likes, needs and routines. Staff plan individual and flexible settling in periods for new children and parents, where parents are actively involved in the process. This means that children make the transition into nursery securely. The key persons carefully plan for children's individual learning, spending time during the day supporting them in specific activities, as well as looking after their care needs. Relationships between staff and children are excellent and parents say their children are always extremely keen and happy to come to the nursery.

Children eat a wide range of healthy meals and snacks prepared on site. The cook pays careful attention to children's dietary requirements and promotes healthy eating. Children in the toddler room are able to feed themselves and those who need help are very well supported by staff who sit with them. The older children have laminated food mats with their photograph, name and any specific dietary requirements on the table; this ensures they are safe and independent. The children serve their own food onto plates from bowls on their table, at meal times and at snack time. Staff provide small jugs that are half full

to enable children to pour their drinks independently. Children are also able to use cutlery very well, this helps them gain independence and promotes development of fine motor skills. They enjoy the interaction with each other and staff, which promotes their social skills. Fresh drinking water is available for children in all rooms.

Staff maintain high standards of hygiene throughout the nursery. Very good procedures are in place to prevent the spread of infection. Surfaces are thoroughly cleaned before snacks and lunches are served. Children learn to manage their personal care well with excellent support from staff. For example, young children new to the toddler room showed great pleasure in cleaning and wiping their faces and hands repeatedly without any support. Staff facilitate children's learning by modelling this and allow them sufficient time to carry out this routine many times while praising their efforts. This promotes children's self-confidence. Children learn how to wash and dry their hands thoroughly and are beginning to know when and why they need to do this, as part of a healthy lifestyle.

Staff promote positive behaviour by providing exciting activities for children and enabling learning through secure relationships. For example, staff make children aware of the consequences of running inside but explain they can do this where there is more space outside. This helps them learn to keep safe as they play. Children develop an excellent understanding of personal safety. Children are confident to also seek the attention of familiar adults for comfort when they are distressed and staff respond to their needs consistently.

Staff listen and respond to children's interests consistently, facilitating and scaffolding their learning. For example during a carpet time discussion for pre-school children, one child expressed an interest to hold a talent show and in response the staff talked with the child to explain they would do this later. The staff ensured the contest took place later, which in turn ensured the child felt valued and listened to and promoted purposeful learning opportunities. Staff promote children's self-confidence and communication as they respond to young babies' facial gestures and provide a narrative to their actions. Staff also provide natural resources to promote children's exploration and they are able to sustain concentration for extended periods of time. This means children are able to confidently explore from a secure base, knowing there is always a familiar adult for them to return to for reassurance. This promotes children's emotional well-being extremely well.

The effectiveness of the leadership and management of the early years provision

Managers and staff are very motivated and committed to the continuous development of the nursery. There are good systems in place to drive improvement in staff practice as managers monitor and evaluate staff practice through supervision and appraisals. This develops staff's roles and helps to ensure that all staff understand their responsibilities. Staff hold regular meetings, attend a range of training courses and update their knowledge by sharing expertise as a team. This has a positive impact on the outcomes for children.

The management team and staff reflect on their practice and identify areas for future development. For example, they have identified observation, assessment and planning systems as an area for future improvement. The manager and deputy manager have a good overview and knowledge of the content educational programmes but the way the programmes are delivered sometimes impacts children's opportunities to learn. Senior staff are developing the monitoring of groups of children to help ensure none are at risk of underachieving. Practical strategies on how to support individual children's needs are shared with staff to support all children in reaching their full potential.

The staff and management team clearly understand the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager is the designated person with responsibility for safeguarding and is confident about her role. All staff recently attended in house safeguarding training to refresh their knowledge and all are well informed about the procedures to follow if they have a concern about a child. Effective systems are in place to ensure that all staff working with children are suitable. Staff receive on-going training opportunities to ensure their knowledge is current and revised. Staff carry out robust risk assessments and monitor the environment to ensure they maintain safety at all times for the children. The nursery prioritises fire safety and access to the premises is secure. The thoughtful organisation of indoor and outside space, good adult to child ratios and suitable deployment of staff means that children are closely supervised at all times.

Parents are regularly consulted about the nursery and the team feedback responses to staff and parents. Examples of changes implemented in response to consultation are evident, such as the security entry system in the nursery and the contact books in the baby room. As a result, the safety of all children has improved and for the youngest children, information sharing to improve consistency between home and nursery has developed. Parents spoken to report that they feel much supported by the nursery and that they are very happy about the care and education their children receive. They comment particularly positively about how friendly, approachable and engaging the staff and the management team are. Parents particularly appreciate the very low staff turnover as they feel this provides their children with secure relationships and significantly improves their children's nursery experience.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY300440
Local authority	Bromley
Inspection number	834030
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	72
Name of provider	Little Cherubs Care and Education Ltd
Date of previous inspection	13/10/2010
Telephone number	0208 650 6507

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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