

# Little Cherubs Hounslow

Heston Centre, 36 Springwell Road, HOUNSLOW, TW5 9EJ

## Inspection date

Previous inspection date

19/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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	2
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

- Staff skilfully ask questions, which effectively encourages children to think critically as they play.
- Staff place high priority on children's safety. There are robust recruitment procedures and safety measures in place at the nursery.
- Staff maintain comprehensive assessments of children, which are used effectively to support their progress.
- Children with special educational needs and/or disabilities are supported well because staff work closely with outside agencies and professionals.
- Management has a good awareness of the strengths of the nursery and areas for development. It sets ambitious goals for improvement.

### It is not yet outstanding because

- There are few opportunities for children to practise their early writing skills in play situations.
- The range of natural resources and everyday objects for babies to explore and investigate is not extensive.
- There is no visual display of daily routines to help all children understand these further.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed interaction between staff and children.
- The inspector sampled a range of documentation.
- The inspector spoke to parents, staff and children and took their views into consideration.
- The inspector held a discussion with management.

## Inspector

Jennifer Beckles

## Full Report

### Information about the setting

Little Cherubs Hounslow registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is a privately owned nursery. It operates from a single-storey converted building in the London Borough of Hounslow. The children have use of seven age-related playrooms with doors leading out onto the outdoor play facilities.

The nursery opens Monday to Friday from 7.30am to 6.30pm. They close for a week at Christmas and for all public holidays. The nursery supports children with special educational needs and/or disabilities, and children who learn English as an additional language. The nursery is able to access funding for the provision of free early education for children aged two, three and four years.

There are eight members of staff who work with the children, six of whom hold appropriate early years qualifications. Of these, one staff member holds a degree in early years, three staff members hold qualifications at level 3 and two staff members hold qualifications at level 2. The manager is working towards an Early Years Foundation Degree, and two staff members are currently working towards gaining early years qualifications. The nursery also employs a cook and cleaners.

### What the setting needs to do to improve further

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

- develop the range of resources further that encourage babies to explore and investigate, such as a wider selection of safe, natural items and everyday objects
- enhance opportunities for children to practise their early writing skills in daily play situations
- encourage children's further understanding of the daily routines, for example, by providing a visual display of the key points of the nursery day.

### Inspection judgements

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

Children make strong progress in this highly organised nursery. Staff plan carefully to meet the individual needs of children and provide a wide variety of interesting learning opportunities. The quality of teaching is good because staff extend children's learning effectively and follow their lead. There is a good balance between child-initiated and adult-led activities and children enjoy a free flow of activities in and outdoors.

Children become engrossed in a puppet theatre activity, which is led in a lively fashion by a member of staff. This promotes their listening, thinking and concentration skills well. For example, children learn to think critically as staff ask them which animal might be missing from the story. Children correctly match the animal sound to the right animal. Staff develop children's vocabulary as they tell the theatre story. At the end of the session, children suggest songs to sing during a very interactive session. Staff bring the 'Incy Wincy Spider' song to life by gently spraying the children with water as the spider gets 'washed down the spout', much to the children's delight. Staff extend children's learning by asking children where spiders might like to live. This is followed by children eagerly looking for spiders with magnifying glasses in the outdoor area. They find a spider and staff encourage children to observe its features closely, counting the number of legs, which they do confidently. Older children face challenges as they balance and climb across a range of resources that can be used in different ways, such as milk crates and tyres in the outdoor area. They also have access to some small resources to develop coordination skills.

Children learn to recognise their names as they arrive at the nursery and some practise writing their names on their work. However, writing materials are not widely available in play situations and this is a missed opportunity for children to practise their early writing skills. They learn about shapes and colours as they draw and cut out different shapes to make pictures. Staff talk to children about patterns they make using a range of creative materials in cards they make for Eid. These experiences help children to learn skills for later use in school.

Babies delight in playing with coloured water. Staff teach babies how to make gentle splashes in the water and do this rhythmically, which the babies copy. This helps babies to learn how to follow instruction and develops their vocabulary as staff use describing words to talk about the water. Babies concentrate as they learn to stack soft bricks and knock them down happily, repeating the actions. Through this, babies learn how a sequence of actions can be repeated to produce the same effect. Babies select freely from a range of resources, which promotes the different areas of learning well. Although there is small basket containing several different materials, the range of materials and everyday objects is not extensive to enable babies to further explore and discover properties of different materials.

Staff provide good support to children with special educational needs and/or disabilities. Staff have effective links with community health professionals involved in the care and learning of children, who advise staff on planning and suggest ways that they can support children. Staff learn key words in children's home languages to support the communication skills of children who learn English as an additional language.

Staff carry out good quality observations of children, which are used well to plan children's

next steps in learning. They collect evidence of children's progress, including samples of work and photographs of children's skills, which are evaluated and used in plans to meet children's individual needs. Staff complete progress checks for children aged between two and three years well. They meet with parents and provide written summaries of children's development. Staff talk to parents daily and have regular meetings with parents to keep them well informed of their child's progress. Parents contribute well to their child's learning because staff suggest home learning activities to support children's learning. Parents share their observations of their child with staff, who use this information well in plans for children's ongoing learning.

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

Staff make children feel valued and secure because they have strong, warm relationships with children. They know the children well because they find out about children's personalities and skills when they first arrive at the nursery. This enables staff to provide experiences that interest children. Staff adjust routines to meet the individual needs of babies in order for them to settle happily. Daily routines for older children meet the needs of children. However, there is no visual display of the daily routines to further support all children's understanding of these. Children at the nursery spend time settling into new group rooms before moving up. Staff teach children about difference by celebrating and discussing special events, such as Eid when children make decorative cards. The nursery is making some good links with schools to support children who move to school. For example, staff invite teachers from local schools to visit the children to get to know them.

Older children have good self-care skills. They use the bathroom independently to wash their hands at appropriate times and put on their sunhats themselves. Staff change babies' nappies in bright, clean and comfortable conditions, which supports their well-being. Staff are careful to ensure that children's preferences and special dietary needs are catered for. A nursery cook provides healthy, appetising meals and children serve themselves fresh fruit snacks and pour their own drinks. This supports children's independence and self-care skills well. Children benefit from daily fresh air and physical exercise through use of the nursery garden outdoor resources. This supports children's good health and promotes their understanding of a healthy lifestyle well.

Children receive clear guidance about staff expectations of behaviour because they agree ground rules with staff, which are displayed in the group room. Staff reinforce these rules during group time discussions and this results in good behaviour. Children are motivated to behave well because staff use praise to encourage positive behaviour. Children behave in safe ways. For example, they follow instructions well when carrying out fire drills. Staff show children how to hold scissors safely when tidying them away.

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

Staff place great importance on keeping children safe. For example, the nursery has excellent entry systems that use facial recognition to prevent intruder access. Security of children is reinforced further through the use of closed-circuit television in all group rooms and all areas of the nursery. The recruitment process is comprehensive and robust, to ascertain the suitability of staff for their roles. Staff have good knowledge of possible signs to look out for in relation to child protection issues. They securely understand the safeguarding procedures to follow in the event of concerns arising about children's welfare.

The nursery has reflected well on its provision and has set clear areas for development, such as improvements to the outdoor area to enhance children's learning opportunities. The nursery operates effectively and shows good ability to maintain this in the future. Management has strong insight into the quality of staff practice because they spend time observing staff in group rooms. Staff receive feedback on observations in regular supervision sessions where any issues are discussed and appropriate support is offered. Staff have their training needs correctly identified through yearly appraisals and have attended a variety of courses. For instance, some staff attended a course in letters and sounds, and shared their knowledge to enable all staff to develop their understanding of how to support children's literacy skills. Management has good quality assurance processes in place around planning and assessment. This is because they review staff plans for children and examine children's development folders. Management records each child's development points in all areas of learning and this helps to identify any gaps in learning. They put appropriate strategies into place to ensure equality of opportunity in learning and development.

Staff have strong links with a range of professionals involved in children's care and learning. For example, they work closely with the local authority area special educational needs coordinator and community health professionals to support children with special educational needs and/or disabilities. Partnership work with parents is good because staff keep parents up to date on their child's progress and provide good opportunities for parents to be involved in their child's learning.

### **The Childcare Register**

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

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

<b>Unique reference number</b>	EY452944
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	902327
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	105
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Bubbles and Cuddles Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07999418181

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## Type of provision

For the purposes of this inspection the following definitions apply:

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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