

# Cherub Nursery

483 Leads Road, Sutton-on-Hull, Hull, HU7 4XT



## Inspection date

9 April 2015

Previous inspection date

31 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Staff make effective use of discussions and skilfully question children when they play alongside them. Staff immerse themselves in children's role play, promoting ideas. Consequently, children are emotionally well prepared for their next stage in learning, including being ready for school.
- Staff are positive role models and they effectively manage children's behaviour. Children learn to cooperate and gain an understanding of the behavioural expectations desired. As a result, children develop confidence and their self-esteem is promoted.
- Staff have high expectations of what children can do for themselves. This is because they encourage children to tidy up and give them roles of responsibility. Therefore, children gain life skills and develop independence in a range of experiences.
- Staff receive good professional support and continuous training opportunities to improve their practice. This means staff are extremely motivated and share a commitment towards achieving high standards for children in their care.
- The manager has a very good understanding of the requirements of the Early Years Foundation Stage and is effective in driving improvement. She completes action plans and ensures the required improvements have been completed since the last inspection.

### It is not yet outstanding because:

- Staff do not maximise opportunities for some parents and carers to consistently share information about what their children are learning at home.
- Occasionally, some staff miss opportunities to enhance two-year-old children's language development further by saying words accurately and slowly.
- The manager's supervision strategies to drive the quality of staff's teaching and practice to a higher level are not yet fully effective.

## What the setting needs to do to improve further

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

- build further on strategies to support parents and carers to more consistently share information about what children enjoy and learn at home
- enhance activities to help two-year-old children's language development further, by all staff helping children to listen to the different sounds in words by saying words accurately and slowly
- focus more precisely on checking the quality of teaching in all the rooms more consistently, to fully share ideas and develop all staffs practice to a higher level and, therefore, build upon children's good learning further.

### Inspection activities

- The inspector toured the premises and the outside area accessed by the children and staff.
- The inspector observed activities in each of the rooms, as well as the outdoor play area. She also spoke to the children and staff members during the inspection.
- The inspector took account of the views of parents through discussion and their written feedback.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures. She also looked at their self-evaluation and action plans.
- The inspector held meetings with the manager and carried out a joint observation her.

### Inspector

Caroline Stott

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

All children, including those with special educational needs and/or disabilities, make good progress in their learning, from their starting points. Staff use observations and assessments of children to plan activities matched to their next steps in learning. Older children learn about the life cycle of a frog, which enhances their understanding of the world. Staff demonstrate toys to babies to motivate their exploratory skills. Staff adapt and extend activities, which ensures children are engaged, motivated and involved in their learning. For example, circle time enables two-year-old children to choose their preferred song. Children enthusiastically sing, using actions and sign language. This effectively supports their communication skills, alongside their physical, personal, social and emotional development. However, some staff miss opportunities to help some two-year-old children to say words more accurately by stressing the different sounds in words slowly and clearly. Partnerships with parents are positive. Parents' evenings and regular newsletters help parents and staff talk about children's care needs and their progress. However, strategies to support parents to share detailed information about their children's learning experiences at home are not yet fully effective.

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

Children are supported well to settle in and quickly feel at ease at the nursery. Staff develop positive relationships with children and their parents. As a result, children arrive happy and quickly engage in their choice of play. Staff support children to learn to share and take turns and encourage them to say sorry and comfort their friends. Staff promote a clear awareness of safety and the hazards nearby. Children learn about appropriate hygiene procedures and boundaries. This means children are confident, independent, behave well and communicate freely with others.

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

Robust recruitment is in place and all staff are checked to ensure that they are safe to work with children. The vigorous probationary period ensures that staff qualified at level 3 are retained and staff continue to improve their knowledge of childcare practice even further. This has a positive impact on children's learning. The manager completes a lot of training to also improve her effectiveness. For example, recent training on supervision techniques means the manager has new ideas for performance management. This is because supervisions for staff are not yet regular or precise enough to be fully effective in consistently developing higher-quality practice throughout the nursery. Safeguarding children is taken seriously and all staff fully understand their responsibility to protect children from harm. The manager monitors children's progress across cohorts of children and information is cascaded to all the rooms. Partnerships with the local school and external agencies are established. This enables appropriate interventions to be sought for children, when needed, to close any emerging gaps in their learning. This also supports children's specific needs and aids their move to school, when the time comes.

## Setting details

<b>Unique reference number</b>	509929
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	1010696
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	67
<b>Number of children on roll</b>	114
<b>Name of provider</b>	Cherub Nurseries & Pre-Schools Limited
<b>Date of previous inspection</b>	31 July 2014
<b>Telephone number</b>	01482 820756

Cherub Nursery was registered in 1993. It is owned and managed by Cherub Nurseries and Pre-School Childcare Limited. The nursery employs 28 members of staff. Of these, 23 childcare staff hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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