

# Cherub Childcare Centre

Cherub Nurseries & Pre-Schools Ltd, Lindsey Place, Hull, HU4 6AJ



## Inspection date

12 May 2015

Previous inspection date

8 March 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- The staff supervision, performance management and evaluating systems are not effectively targeted to improve the quality of teaching, childcare staff interactions and the work of non-childcare staff. This means that key weaknesses are not efficiently dealt with to drive improvement. Hence, leadership and management are poor.
- Children's progress is not reviewed consistently to recognise any emerging gaps in their learning or stretch those who require more challenge in their play. Consequently, some children are not making consistent progress and are not sufficiently prepared for their next stage in learning.
- Staff in the toddler room do not work effectively together to ensure toddlers can eat their lunch in a calm and relaxed environment. Therefore, the supervision of toddler children, and their care and emotional well-being is not consistently promoted.
- Self-evaluation is weak and has little impact. It does not yet include views of staff, parents and children. This is because management does not implement rigorous and effective systems to inform priorities and set challenging targets for improvement.
- The manager and childcare staff hold appropriate childcare qualifications and complete training. Nevertheless, they have too little understanding of the learning and development requirements of the Early Years Foundation Stage. This means staff do not understand their role and responsibility to support and teach children at all times.

### It has the following strengths

- Babies are happy and well settled in their environment. They clearly benefit from the caring and trusting relationships that they have established with the baby room staff.
- Managers and staff have a secure understanding of the procedures to follow in the event of a safeguarding concern. As a result, children are protected from harm.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the performance management and evaluating systems further, to ensure that the quality of teaching and the emphasis of adult interaction to support children's development and well-being is consistent across all the rooms
- improve the observation and assessment system to better track children's progress across the areas of learning and use the information to shape children's future learning experiences consistently across all the rooms
- improve the organisation of toddlers' lunchtime routine to ensure children's care and emotional well-being is consistently supported.

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

- implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for improvement.

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following a notification of an incident from the provider.
- The inspector toured the premises and the outside area accessed by the children and staff. She observed children playing, and interactions between the children and staff.
- The inspector observed activities in each of the rooms, as well as the outdoor play area. She also conducted two joint observations with the manager in two different rooms.
- 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 deputy managers. 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.

## Inspector

Caroline Stott

## Inspection findings

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

The quality of teaching is inconsistent. The baby room staff observe babies and use next steps in their learning in the planning of activities. For example, babies enjoy being active as they explore with paint. Staff sit close to encourage their play and therefore, babies persist in their exploration of sensory materials. The majority of staff observe the older children in play. However, their ability to make accurate assessments is weak and so the next steps for children's progress are not always identified. This means that activities planned, often lack a good level of challenge and some children make insufficient progress in their learning. For example, activities are planned for large groups of children and not all children's interests are taken into account, so they become bored. Also some staff in the toddler room do not effectively interact with children to stimulate their curiosity or encourage them to join in. Children in the pre-school room enjoy moving from the room to the outdoor area freely. They use note pads and pencils supporting their early writing skills. Although, staff miss opportunities to encourage children to link sounds and letters, to further challenge children and support their phonic awareness and early literacy skills. Parents are encouraged to share their children's learning at home to promote continuity for children's experiences. Words in the children's home language are used in most areas of the nursery to help parents with children who speak English as an additional language. This suitably supports the partnership with parents.

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

The majority of children are generally happy and there are appropriate relationships between the staff and children. They experience a reasonable amount of activities and resources in both the indoor and outdoor areas. Staff are positive role models and they effectively manage children's behaviour. This means children behave well. Older children in the pre-school room are able to serve their own food at lunchtime, supporting their independence and help them make choices in healthy eating. However, staff in the toddler room do not work effectively together to ensure toddlers can eat their lunch in a tranquil and relaxed environment. Staff seat children around crowded tables. Some children are upset and staff do not go to comfort them, which distresses others. This means more children become distressed and staff still do not interact or comfort them. The nursery staff have established some links with local schools. Reception teachers are welcomed to support children's future move to school.

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

The inspection took place following the manager notifying Ofsted about concerns to children's health and safety. This is because maintenance equipment was left unattended in a hallway. The manager met her legal responsibility as set out in the Early Years Foundation Stage safeguarding and welfare requirements, to notify Ofsted of significant events. The premises are secure, and the required policies and risk assessments are in place. Staff check all areas, and immediately remove items of concern, informing the

manager. This ensures that the premises are safe for purpose and children's safety is maintained. The manager ensures she follows the nursery's disciplinary procedure as required. The recruitment and vetting of staff is appropriate. This ensures all staff are suitable to work with children. The manager has started to supervise staff. However, the quality of the staff's work is not accurately and consistently checked. Therefore, the quality of children's assessments records are poor. Also, because the supervision of all staff is inconsistent, key weaknesses are not swiftly dealt with or rectified and some staff do not interact with children appropriately to support their care and learning. As a result, the quality of care and educational provision has not been identified as key areas for immediate improvement. This means management and accountability is not clear and self-evaluation is weak.

## Setting details

<b>Unique reference number</b>	509927
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	1013886
<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>	125
<b>Number of children on roll</b>	156
<b>Name of provider</b>	Cherub Nurseries & Pre-Schools Limited
<b>Date of previous inspection</b>	8 March 2013
<b>Telephone number</b>	01482 509598

Cherub Childcare Centre was registered in 2007. The nursery is part of a chain of four nurseries and is owned and managed by Cherub Nurseries and Pre-Schools Limited. The nursery employs 30 members of staff. Of these, 26 childcare staff hold appropriate early years qualifications at level 1 to level 6. 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 who speak English as an additional language.

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