

Cherubs Childcare Centre Ladybrook

116 Somersall Street, MANSFIELD, Nottinghamshire, NG19 6EW



Inspection date	29 March 2016
Previous inspection date	11 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Significant improvements have been made since the last inspection. The highly motivated, newly appointed manager has worked closely with the operations manager, the local authority and the staff team to address all the actions from the last inspection. Outcomes for children have been significantly improved as a result of all the hard work that has taken place.
- Children are very happy and settled. Staff are caring and dedicated. A highly effective key-person system takes account of children's preferences, helping to ensure that their emotional well-being is effectively nurtured.
- Staff treat each child and their family with respect and value their individualities. Good daily handovers and regular summary reports help to keep parents informed about their children's progress. Equally, staff provide parents with ideas and activities to do with their children at home to help continue their learning.
- The highly qualified staff demonstrate consistently good teaching and on occasions, outstanding teaching. Staff know their individual key children well. Good quality observations and accurate tracking help staff to plan interesting and motivating opportunities that results in all children making at least good progress from their starting points.

It is not yet outstanding because:

- At times, staff do not challenge children as far as possible, to accelerate their rate of progress in their learning even more.

What the setting needs to do to improve further

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

- refine teaching techniques so that activities and experiences challenge children as far as possible and increase the potential for them to achieve rapid progress in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the operational manager and the setting manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a very good knowledge of the signs of abuse and what to do if they have concerns about a child in their care. The manager has a highly effective system to track different groups of children's progress. This helps her to gain an overview of children's achievements over time and identify if there are any gaps in the educational programme. High priority is given to staff continuing their professional development. They attend courses, read articles and share good practice with their colleagues in other settings. This has a major impact on their teaching practice, and improves opportunities and activities for children. The setting has identified their strengths and knows where improvements can be made. The views and opinions of staff and parents are used effectively to maintain continuous improvements.

Quality of teaching, learning and assessment is good

Babies are very well supported to engage in playing and exploring. They show an interest in looking at books. Babies seek reassurance from the familiar staff and have fun together. Staff place a strong emphasis on promoting children's communication and language skills. Toddlers are focused and listen intently as staff skilfully encourage them to join in with popular songs with actions. The use of a puppet as a prop further engages them. Staff in the pre-school room are creative in the way they teach mathematics. They capture the children's attention with a sock game. They begin to learn about symmetry and identifying patterns. Staff in the pre-school further support children's readiness for school with good quality structured group times. This helps to promote good listening and attention skills.

Personal development, behaviour and welfare are good

Children's independence is rapidly developing. Staff have high expectations of the children. Good emphasis is placed on encouraging and supporting children to do things for themselves. Children have good opportunities for physical play. They confidently ride bikes and manoeuvre cars, giving friends a ride on the two-seater bikes. Mealtimes are social occasions when staff enjoy various conversations with the children. The meals are freshly prepared and children thoroughly enjoy the pasta dish and some go back for thirds. Staff are positive role models of good behaviour. They place a high priority on helping children gain valuable social skills. Staff encourage good manners and help children to play cooperatively.

Outcomes for children are good

All children, including funded children, make good progress in their learning and development. Effective support is provided for children who speak English as an additional language. Children with special educational needs receive targeted support to help them make good progress. Additional funding is used well. A wealth of resources to support mathematical play has been purchased. In addition, the management team paid for an outdoor course for staff to gain inspiration to entice reluctant children to enjoy outdoor play. This helps to improve outcomes for children. All children are keen to learn, enjoy conversation and are eager to talk about their experiences. Children enjoy the activities available and show sustained levels of interest in what is provided, in relation to their age.

Setting details

Unique reference number	EY478572
Local authority	Nottinghamshire
Inspection number	1033093
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	55
Number of children on roll	55
Name of provider	Childcare (East Midlands) LLP
Date of previous inspection	11 November 2015
Telephone number	01623662792

Cherubs Childcare Centre Ladybrook was registered in 2014. The setting employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5 and four at level 3, including the operational manager and the setting manager with Early Years Professional status. The setting opens from Monday to Friday, for 52 weeks of the year. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. In addition, the setting supports children with special educational needs as well as children who speak English as an additional language.

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