

# Cherubs Day Nursery

Executive House, St. Albans Road, Bulwell, Nottingham, Nottinghamshire, NG6 9FT



<b>Inspection date</b>	19 January 2017
Previous inspection date	20 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- The provider and her management team are extremely passionate and committed to achieving and maintaining the best possible outcomes for children. They and the staff team share an ambitious drive to support continuous improvement. The views of parents, children and staff are valued and acted on.
- Teaching is good and, on occasions, outstanding. The qualified staff know their key children well and quickly recognise what they need to learn next. Planned and spontaneous activities give staff opportunities to challenge children so that they make good progress in their learning and development.
- Children's behaviour is very good. The staff act as good role models. They teach children to be tolerant and how to treat others with kindness and respect. The 'nursery promises' help support children to develop good manners and understand the importance of sharing with their friends.
- Staff provide very good support for children's emotional well-being. Children are clearly happy to be at the nursery. They form strong attachments with staff.
- Partnerships with parents are very strong. Staff work exceptionally well to include them in their children's learning. Good communication with parents means that they are well informed about their children's daily activities. This very successful joint working approach contributes to meeting children's needs and promoting positive outcomes.

### It is not yet outstanding because:

- At times, in their eagerness to extend children's learning and involve themselves in children's play, staff do not fully support their independent learning.
- Professional development support for staff does not always focus on raising the quality of teaching overall to the highest level.

## What the setting needs to do to improve further

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

- provide more opportunities for children to explore, experiment and play independently
- focus the professional development of staff on developing an expert knowledge of teaching and learning so that children are supported to make rapid progress.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager, the operations manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number 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 good understanding of how to protect children from harm. They are confident to respond quickly to concerns and know what action to take. All staff know and follow the procedures for the safe use of mobile phones. Robust risk assessments are carried out regularly. This helps to assure children's safety. The manager tracks the progress different groups of children make. This enables her to identify any gaps in children's individual learning, as well as the educational programme. Successful relationships with other professionals ensure children who have special educational needs or disabilities receive an integrated approach to their learning and development.

### Quality of teaching, learning and assessment is good

Staff routinely introduce new words during their conversations with children, such as volcanodon when finding out about dinosaurs. Children readily discuss things that are important to them with staff, who ask skilful questions to extend children's learning. This helps children to develop good communication and language skills. Staff make story time animated and fun. The children listen well to stories and join in with the repeated phrases. This contributes to their early literacy skills and promotes good listening and attention. Staff work closely with those parents whose children speak English as an additional language. This helps to ensure that child develop good English speaking skills in readiness for starting school.

### Personal development, behaviour and welfare are good

Staff are nurturing and sensitive to babies' needs. Babies form very good bonds with their key persons, which helps them to settle readily. The well resourced and stimulating indoor and outdoor environments for each room give good opportunities for children to be active. Children challenge their physical skills using a variety of wheeled toys, climbing and sliding and walking on balancing beams. Routine care practices, such as nappy changing, are positive and of a good standard. The setting is clean; this helps staff to maintain good standards of hygiene. Children understand how they can follow a healthy lifestyle. They follow good hygiene routines, washing their hands before eating and after using the bathroom. Meals provided for children are wholesome, varied and nutritious. Children eagerly ask for seconds of spaghetti bolognese. Staff take into consideration individual dietary needs.

### Outcomes for children are good

All children, including those who receive funded education and children who speak English as an additional language, achieve well. Staff make good use of additional funding to improve outcomes for children. This is based on a good knowledge of children and their families. Children are inquisitive learners. They show excitement in exploring the fairy garden and eagerly search for the spider in the fairy house. Toddlers develop early mathematics skills. They join in with staff to count up to 14 children as they line up for lunch. Children learn valuable skills for their future learning in preparation for moving on to school.

## Setting details

<b>Unique reference number</b>	254602
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1082452
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	Glosscalm Properties Limited
<b>Registered person unique reference number</b>	RP906852
<b>Date of previous inspection</b>	20 January 2014
<b>Telephone number</b>	0115 9795975

Cherubs Day Nursery was registered in 1993. The nursery employs 22 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and eight at level 2, including the operations manager who has early years professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

