

<b>Inspection date</b>	5 December 2018
Previous inspection date	6 July 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Inadequate</b>	<b>4</b>
Effectiveness of 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 new manager has made significant improvements to the nursery in the relatively short time she has held her position. She has addressed the actions raised at the last inspection. This helps demonstrate her capacity to improve and develop the overall quality and standards of the nursery. She has appointed a new staff team and encourages a culture of supportive teamwork and reflective practice.
- The manager and staff use effective systems to observe and assess children's learning and development. They use this information to help plan for individual children's learning needs. Staff use children's interests to motivate them to join in with activities.
- Children demonstrate strong emotional bonds with staff. The key-person system works well within the nursery and helps children settle and feel safe and secure.
- All children make good progress in relation to their starting points, including those who are in receipt of free early education. They learn the skills they will need to become independent in the future. For example, children serve their own lunch, wash their hands before eating and put on coats, hats and boots before playing outside.
- The manager has not yet fully explored ways to strengthen staff supervision and the programme of continuous professional development to help raise the overall quality and standards of teaching to the highest possible level.
- The manager recognises the value of involving parents in the self-evaluation of the nursery. However, she has not yet developed highly effective methods to encourage all parents to share their views and opinions of the overall service they receive.

## What the setting needs to do to improve further

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

- strengthen the arrangements for staff supervision and extend their professional development opportunities to help raise the overall standards and quality of teaching to the highest possible level
- develop more ways to encourage parents to share detailed information about their views and opinions of the setting.

### Inspection activities

- The inspector took account of written feedback supplied by parents.
- The inspector observed the quality of teaching indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection. She held discussions with the manager and staff about staff supervision and training.
- The inspector looked at children's records, policies and procedures, and evidence of staff suitability, including training and qualifications.
- The inspector engaged in a joint observation of an adult-led activity with the manager.

### Inspector

Karen Tyas

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff ensure that any incidents or accidents are correctly recorded and share the details promptly with parents. The manager ensures that all staff undergo a rigorous recruitment and vetting process to ensure that they are suitable to work with children. Staff have a strong understanding of child protection issues and the process to follow if they have concerns about children's welfare. All staff complete mandatory training and the majority hold paediatric first-aid certificates. All staff use an effective system that monitors children's progress. They use this information to identify and swiftly target any small gaps in learning. The manager shares relevant information with others involved in children's care and learning. Parents comment that they appreciate the contribution the staff make to their children's learning and development.

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

The well-qualified manager understands the benefits for children of outdoor play. She and her staff provide daily opportunities for children to extend and enhance their physical skills in the fresh air. Children squeal with excitement as they race each other on bicycles that help develop their balancing skills. They thoroughly enjoy splashing in puddles and the experience of playing outside in the rain. Staff use a variety of ways to support children's communication skills. They sing enthusiastically to children during nursery rhyme activities and can be heard singing freely at other times during the day. Children's understanding of mathematics is promoted. Staff talk about size and quantity, and count how many objects children are holding. Staff skilfully extend children's thinking skills. They ask questions that encourage children to think for themselves and problem solve.

### Personal development, behaviour and welfare are good

Children's emotional well-being and self-esteem is promoted well. They are praised by staff and given confidence to explore their environment. Babies are reassured and cuddled by staff. Personal care needs, such as nappy changes are dealt with swiftly and preserve children's dignity. Children are encouraged to try healthy food options during snack times. They are offered fresh fruit and water to drink. Children enjoy freshly prepared main meals. Staff talk to children about how delicious the vegetables smell as their lunch is cooking. Children demonstrate empathy for each other and ask what is wrong if another child looks sad. They learn to appreciate their environment and have consideration for others as they help staff tidy away toys.

### Outcomes for children are good

All children are prepared well for the next stages in their learning. They have opportunities to join other age groups of children which helps to promote their social skills. Children are inquisitive learners. They enjoy playing matching and sorting games. Toddlers sit together and complete puzzles and make marks with giant chinks. Children of all ages are happy and busy during their time at the nursery.

## Setting details

<b>Unique reference number</b>	509929
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10085301
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Cherub Nurseries and Pre Schools Limited
<b>Registered person unique reference number</b>	RP518909
<b>Date of previous inspection</b>	6 July 2018
<b>Telephone number</b>	01482 820756

Cherub Nursery registered in 1993. It is owned and managed by Cherub Nurseries and Pre-Schools limited. The nursery opens from Monday to Friday all year round, except for bank holidays and Christmas. Sessions are from 7am until 6pm. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or above. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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