

Cherubs Childcare Centre Ladybrook

116 Somersall Street, MANSFIELD, Nottinghamshire NG19 6EW



Inspection date	26 July 2019
Previous inspection date	29 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff assess children's learning regularly and precisely. They have a good understanding of children's interests and individual needs. Staff plan a range of exciting activities for children to enjoy. Children show enthusiasm and concentrate well on their chosen activities, demonstrating perseverance and good levels of engagement.
- Staff are good role models. They encourage children to share toys and learn to take turns. As a result, children behave well and learn good social skills. This prepares them with the key skills they need for the next stage in their learning.
- Staff work sensitively with children with special educational needs and/or disabilities. They plan precisely for children's learning, making good use of advice from strong partnerships with outside agencies. This ensures all children, including those who receive additional funding, make good progress from their starting points.
- Staff establish good relationships with parents. They communicate with parents about their children's progress through daily discussions and sharing learning journals. This means parents are well informed about their child's development. Staff support parents to continue and extend children's learning at home. Parents praise staff and express enthusiastically how much their children love to attend.
- The manager is extremely committed to providing the best possible learning environment and experiences for children. She sets challenging but achievable targets for improvement. For example, she has developed the learning environment to ignite children's curiosity and further enhance their motivation for learning. Furthermore, she monitors the progress of individual children and groups of children. This ensures any gaps in learning are swiftly addressed.
- Occasionally, staff do not create opportunities for children to develop their own thinking and solve problems for themselves.
- Staff do not always use their good teaching skills to further enhance children's mathematical skills and understanding during everyday play activities.

What the setting needs to do to improve further

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

- consistently extend opportunities for children to think critically and solve their own problems as they play and learn
- strengthen opportunities for all children to enhance their mathematical understanding during everyday activities.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector evaluated an activity with the nursery manager.
- The inspector held meetings with the nursery manager. She looked at relevant documentation, such as 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

Lianne McElvaney

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the signs of possible abuse. They are clear about who they should contact if they have any concerns about a child's welfare. Furthermore, the manager and deputy have attended more in-depth training in this area. Consequently, all staff have an excellent and robust knowledge to ensure children are safe. Leaders and managers have robust recruitment and vetting procedures which ensure all staff are suitable to work with children. The manager observes staff as they work with children. She uses supervision meetings to make suggestions about how they can improve their practice further. The manager carefully plans opportunities for staff to keep up to date and enhance their teaching skills further. For example, staff use recent training to further develop their understanding of how children learn and play. This has improved opportunities for children to develop their own play ideas.

Quality of teaching, learning and assessment is good

The qualified staff know children well. They provide a variety of activities to promote children's imaginative skills. For example, children use natural resources such as soil, water and leaves in their role play to make their own 'stew'. Staff promote children's communication skills very well. They sit with children and model good speaking skills. For example, staff repeat what children say and offer praise when children use new words. Furthermore, staff are creative at providing different ways to develop children's language development. For example, staff set up a dark room and encourage younger children to name the animals they find while using a torch. Staff develop children's early mark-making skills. They provide children with chinks and they enjoy drawing around each other outside.

Personal development, behaviour and welfare are good

Staff create a calm and inclusive setting and children are warmly welcomed. The key-person system works well. As a result, staff understand the unique needs of all children. Young children particularly enjoy hugs and reassurance from staff when parents leave them. Staff support children to take appropriate risks in their play and to learn to keep themselves safe. For example, staff remind children to be careful and sit on their bottom when coming down the slide. Staff make sure the outdoor area is well organised. Children use the outdoors regularly and benefit from fresh air and exercise to support their good health. Children listen well and follow instructions. They take responsibility for small tasks, such as tidying away their toys to maintain a safe environment.

Outcomes for children are good

All children make good progress. Those who speak English as an additional language are supported effectively to develop their communication and language skills. This ensures they make at least good progress and sometimes very good progress. Children display high levels of confidence. They talk to visitors and proudly show where they have written their name. Children follow their interests and develop an understanding of how to keep themselves safe. They show delight as they learn to play simple programs on the computer. Children understand when a sand timer runs out their turn is over.

Setting details

Unique reference number	EY478572
Local authority	Nottinghamshire County Council
Inspection number	10076060
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 7
Total number of places	55
Number of children on roll	81
Name of registered person	Childcare (East Midlands) LLP
Registered person unique reference number	RP906853
Date of previous inspection	29 March 2016
Telephone number	01623662792

Cherubs Childcare Centre Ladybrook registered in 2014. The setting employs 12 members of childcare staff. Of these, the manager has early years professional status, one member of staff holds an appropriate early years qualification at level 5, four hold level 3 and two hold level 2. The setting opens from Monday to Friday for 51 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.

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