

# Inspection of Chestnut Cherubs

246 Fleetwood Road North, Thornton-Cleveleys, Lancashire FY5 4LD

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Inspection date:

30 September 2019

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision requires improvement

Staff provide children and parents with a warm welcome and take an interest in them. They encourage parents to share children's interests, milestones and achievements when they first start. Staff use this information to get to know children well. Children build close relationships with their key person and go to them to seek reassurance when they are upset.

Parents say that children have plenty of outdoor experiences and particularly enjoy playing in the pirate ship. They state that children love coming to nursery and enjoy the range of resources available. Staff plan the environment with age-appropriate resources that are stored so that children can access them easily. Parents praise the staff for being supportive and making going back to work easier.

The manager does not rigorously monitor staff deployment and practice to identify and address any weaknesses. For example, sometimes, staff become too focussed on tasks. Babies and pre-school children sit for too long as they wait for their meals and for staff to tidy up. This results in children becoming restless and upset. The planning and organisation of activities are not always effective and babies and pre-school children are not consistently challenged, stimulated and encouraged to join in with group activities.

### What does the early years setting do well and what does it need to do better?

- The quality of teaching is variable. The manager does not provide effective and ongoing support, coaching and training to promptly identify and address any weaknesses in the quality of teaching. At times, babies and pre-school children lose interest in activities and staff do not notice or respond to their communications.
- Staff's health needs are supported well to ensure that they effectively and safely care for children. Children who have allergies, food intolerances or special dietary requirements are supported effectively. Staff provide children with healthy food and individual cups and beakers to reduce the risk of cross-contamination.
- Parents say that staff are really flexible and the manager is always happy to accommodate their needs. For example, the manager offers to change session times, when needed.
- Staff encourage children to recall past experiences and help build on what they already know. Toddlers talk about the weather and remember putting on their boots to splash in puddles. Older children remember routines, such as tidying away their plates after lunch.
- All children play outdoors with vigour and enthusiasm. They develop good coordination and balance as they walk along and jump off the wooden beams.

Babies have plenty of space to move their bodies and reach for nearby objects.

- Children enjoy being creative and imaginative. Babies explore the bricks using their hands and mouths and are supported to build a tower. Older children thoroughly enjoy pretending to fish in the imaginary sea and then decide where they can sell their catch.
- Some of the time, staff engage children in purposeful conversations. They introduce new words and ask questions to check children's understanding. Older children enthusiastically join in with action songs. Babies learn to handle books with care and develop an interest in the stories and songs.
- Staff encourage children to play cooperatively with their friends, and take care of the insects outside. Children enjoy learning about the world around them. They take part in regular walks to local parks and discover seasonal changes as they collect conkers and leaves.
- Staff use assessments well to check children's progress. They keep parents informed about what children have been doing each day.
- Mathematics is promoted well in the toddler room. Staff provide children with laminated pictures of their favourite characters and ask them to count the dots on the back. Children confidently name the colours and shapes and join in with the activities with enthusiasm.
- The manager does not regularly seek the views of children, staff and parents to ensure that that any areas for development are acted upon swiftly.
- Parents are not consistently provided with opportunities to be involved in supporting their children's learning and development at home.
- Staff do not fully support new children to settle in and help them to feel secure and confident. At times, this causes some children to be upset.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge of the signs of possible abuse and neglect and the relevant procedures to follow. They receive regular safeguarding training to ensure their knowledge remains up to date. The manager uses robust recruitment procedures to ensure staff are suitable. Staff follow the policy for administering medication and detailed care plans are implemented for children who take regular medication. Staff maintain the required adult-to-child ratios to keep children safe. They carry out daily risk assessments, including for outings and minimise any potential hazards. Most staff have current first-aid knowledge that enables them to deal with children's accidents appropriately.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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ensure that training, monitoring and supervision promptly identify any weaknesses in practice and provide more support for staff development	30/11/2019
ensure that staffing arrangements and deployment enable staff to carry out routine tasks effectively, so that babies and pre-school children do not sit for too long to wait for their lunch	02/10/2019
improve the planning and organisation of activities to ensure that staff provide good challenge and stimulation and engage all children and motivate them to take part.	31/10/2019

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

- improve the procedures to help new children settle in, to enable them to feel more secure and confident in new situations
- improve the setting's review processes to include the views of children, staff and parents and ensure areas for development are acted upon swiftly
- extend partnerships with parents to provide more opportunities for them to be involved in supporting their children's learning and development at home.

## Setting details

<b>Unique reference number</b>	EY562157
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10124799
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 3
<b>Total number of places</b>	40
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Chestnut Cherubs Childcare Ltd
<b>Registered person unique reference number</b>	RP562156
<b>Telephone number</b>	07864856038
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Chestnut Cherubs registered in 2018. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications to at least level 2, including one with qualified teacher status and seven qualified at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and two weeks at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Cath Palser

## Inspection activities

- The inspection was carried out following Ofsted's risk assessment process.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- Staff and children spoke to the inspector during the inspection.
- The inspector had a tour of the premises and completed joint observations with the manager.
- Meetings were held with the manager throughout the day. The inspector 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.

We carried out this inspection 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.

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