

Inspection of Cherub Nurseries & Pre-Schools Ltd

Woodmansey Mile, Beverley HU17 8FF

Inspection date: 29 January 2020

Overall effectiveness

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Babies enjoy planned activities and the sensory experience of water on their hands and feet. Staff encourage babies to blow bubbles that they hold in their hand, and introduce words such as 'splash' and 'splosh'. However, staff do not precisely know what some babies need to learn next. As a result, at times teaching lacks focus and does not challenge and support babies' individual learning needs and good progress.

Older children pick up string between their finger and thumb and dip this into paint. Staff encourage them to talk about the marks they make, such as the straight and wiggly lines. Older children demonstrate their early mathematical knowledge as they tell staff how they have drawn a circle with their string. Staff explain how the string looks like the noodles children ate as part of their learning about Chinese New Year. This encourages older children to recall their knowledge about this celebration, and they talk about fireworks they have seen and use words to describe the sounds they hear.

Children show how they are happy and safe in the care of staff. They play well together, and mealtimes are happy, social occasions. Children behave well and display good manners.

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

- The appointment of a new area manager and action taken by the existing management team mean that some improvement has been made since the last inspection. For example, staff supervision sessions are in place and the management team and staff have accessed training to enhance their practice. However, more time is required to embed monitoring systems to make sure that learning is successful for all children and to help raise the standard of teaching. Therefore, not enough progress has been made to raise the quality of the provision to good.
- Improvement to the key-person role and the introduction of a buddy system mean that all children receive appropriate levels of support to promote their emotional well-being and care. Relationships between babies and staff are sensitive and staff respond well to their care needs. Toddlers and older children freely give staff cuddles, demonstrating how they have built appropriate attachments.
- Staff arrange for older children to learn to speak French. Older children recite numbers in order from one to five and then back. They take it in turn to choose blocks and name the colour they have chosen in French.
- Older children pretend to be witches and giggle out loud as they use their magic wands to cast spells on staff. Staff respond positively with thoughts and ideas to

extend older children's self-chosen play. However, at times, staff do not observe and listen to toddlers carefully to re-shape their spontaneous play activities, and challenge and extend their learning effectively.

- Staff support children with special educational needs and/or disabilities well. They take advice from other professionals and put specific programmes of support in place that are well suited to the children's needs.
- Staff link events and festivals, such as Chinese New Year, to their planning throughout the year. This helps to broaden children's knowledge and understanding of the wider world.
- Parents speak positively about the staff and nursery. Staff make good use of daily discussions to inform parents about their child's day. However, they do not consistently share information about children's learning with parents. Parents are not always well supported to build on their children's learning at home.
- Staff promote children's health effectively. They provide opportunities throughout the day for children to be physically active and play outdoors in the fresh air. Staff support children's developing self-care skills and encourage good hygiene routines. For example, they support babies to wash their hands before food and introduce toilet training to toddlers, and older children use the bathroom independently. Children develop skills they will need for their move in the nursery and when the time comes for them to go on to school.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, all staff have improved their safeguarding knowledge. Staff have an appropriate understanding of the possible signs and symptoms of abuse. They are aware of wider child protection issues and know how to report any concerns they may have about a child in their care. Staff know the procedure to follow in the event of an allegation against a member of staff. The new area manager has taken a lead role on the recruitment and vetting of all new staff. Additionally, the manager and deputy manager have improved their knowledge of safe recruitment procedures. This helps to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure arrangements for monitoring the practice of staff are effective and continue to provide appropriate support and coaching to improve the quality of teaching and education for all children	29/05/2020

identify and consider the individual needs and stage of development of all babies and use this information to plan challenging and enjoyable learning experiences that help them to make good progress in all areas of learning.	29/05/2020
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To further improve the quality of the early years provision, the provider should:

- share information with parents consistently to support and extend children's learning at home
- support staff to be more perceptive to toddlers' emerging interests and to make the most of spontaneous teaching opportunities that build on their learning further and challenge them to make good progress.

Setting details

Unique reference number	EY276275
Local authority	East Riding of Yorkshire
Inspection number	10127852
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 to 4
Total number of places	73
Number of children on roll	70
Name of registered person	Cherub Nurseries and Pre Schools Limited
Registered person unique reference number	RP518909
Telephone number	01482 860289
Date of previous inspection	24 September 2019

Information about this early years setting

Cherub Nurseries & Pre-Schools Ltd registered in 2004. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above and four are unqualified. The nursery opens from 7am until 6pm, Monday to Friday, all year round.

Information about this inspection

Inspector
Jane Tucker

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 joint observations with the nursery manager and deputy manager.
- The inspector held meetings with the nursery manager and area manager. 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.
- The inspector conducted a learning walk with the manager to learn about the setting and the learning opportunities for all children.

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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