

# Inspection of Cherub Childcare Centre

Cherub Nurseries & Pre-Schools Ltd, Lindsey Place, Hull HU4 6AJ

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Inspection date: 11 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Babies enjoy singing activities. They rock backwards and forwards as staff sing row, row your boat. Babies listen attentively to the words staff use and they confidently point to the ceiling, window and door. They show how they can listen and follow instructions, independently pointing to their own head and nose. Babies clap their hands and smile at the end of each song, showing how proud they are of their own accomplishments. They demonstrate their early language, personal, social and emotional development and how they have remembered what they have learnt through effective teaching.

Children show how they feel safe and secure in the care of staff. They freely go to staff for cuddles and welcome them into their self-chosen play. For example, boys in the pre-school room invite staff to join them as they wheel their cars around the paper road mat. When the paper rips, staff challenge the boys' thinking by asking how they will fix the hole in the road. The boys explain 'with tape of course' and they work with staff to use scissors safely and tape to 'mend the road'. Children behave well and show how they can share, cooperate and make positive relationships with their peers and adults.

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

- The newly appointed area manager and nursery manager show that they have the capacity to improve the quality of education and care. Actions taken to tackle areas of identified weakness at the last inspection have been effective. Therefore, progress has been successful to raise the quality of the provision to good.
- Staff obtain information from parents to ensure that they understand what children know and can do on entry and to help them plan initial learning experiences. Parents receive news about their children's development and progress through, for example, daily discussions and parent's evenings. Staff encourage parents to be involved in their child's learning and development.
- Staff use assessments well to understand what children know and can do. However, staff working in the two-to-three-year-old room do not always identify precise next steps for all children that respond to their specific learning needs.
- Staff support children's move within the nursery and on to school well. For instance, they offer many settling-in sessions and ensure that the next key person knows their new child's likes, dislikes and current development. Staff support continuity of learning effectively with a careful focus on children's emotional security.
- Pre-school children have lots of fun outside. Following a child recalling a story involving a wolf, staff suggest playing a game of 'what's the time Mr Wolf'. All children eagerly engage as the 'wolf' shouts out the time and children count out

the correct number of steps to represent the number called by the 'wolf'.

- Children in the two-to-three-year-old room enjoy sitting with staff to listen to stories. Staff skilfully enhance the experience as they encourage children to build a house. Children excitedly collect lots of bricks to make their own house. They laugh when the member of staff unsuccessfully tries to blow their house down.
- The manager implements supervisions and staff report good levels of support for well-being issues. However, she does not consistently use these arrangements to build on staff's individual development needs so that, over time, their practice continually develops and translates into continual improvements in their quality of teaching.
- Additional funding is used well to support children with special educational needs and/or disabilities. Staff work closely with outside agencies, borrowing resources to meet children's individual needs. They skilfully use a range of visual strategies to support children who have speech and language delay. This enables all children to communicate and express their needs.
- Staff plan routines well to support independence. For example, children aged two to three years old are encouraged to learn to pour their own drinks at snack time. In the pre-school room, children get their own knives and forks and they are responsible for tidying away their plate and cutlery when they finish eating. Pre-school children are helpful to their peers and pass the milk jug to them at lunch time. Staff praise them for their kindness and positive attitudes towards their friends.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to keep children safe. They know the procedures to follow if they have a concern about a child in their care. Staff have good knowledge of the signs and symptoms of abuse and wider safeguarding issues. The area manager ensures robust recruitment and induction procedures are in place. She completes rigorous checks to make sure that only those suitable to work with children do so. Staff use thorough risk assessments to keep children safe. Safe sleeping practices are adopted for babies and for children over the age of two years.

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

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

- make better use of information gained from assessment and identify precise next steps so that teaching builds on all children's prior knowledge and skills, with specific regard to the two-to-three-year-old room
- refine staff supervisions to identify individual development needs and target how practice can be raised to an outstanding level.

## Setting details

<b>Unique reference number</b>	509927
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10128051
<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>	1 to 4
<b>Total number of places</b>	95
<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>Telephone number</b>	01482 509598
<b>Date of previous inspection</b>	27 September 2019

## Information about this early years setting

Cherub Childcare Centre registered in 2007 and is operated by Cherub Nurseries and Pre Schools Limited. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above and two are unqualified. The nursery opens Monday to Friday, from 7am to 6pm, all year round, except bank holidays.

## Information about this inspection

### Inspectors

Jane Tucker  
Melanie Arnold

## Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- The inspectors completed joint observations with the nursery manager.
- The inspectors held a meeting with the nursery manager and area manager. They 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 inspectors completed a learning walk with the manager, who explained how staff plan and deliver the early years curriculum in each room.

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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