

# Inspection of Cherub Nursery

483 Leads Road, Sutton-on-Hull, Hull HU7 4XT

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Inspection date:

27 February 2020

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## **Overall effectiveness**

## **Requires improvement**

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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 songs and rhymes. Staff use finger puppets, such as a pretend spider, to encourage babies to listen to the words they sing and respond to actions. Babies babble and move their body to the sounds they hear. They snuggle up to staff for stories, which shows they feel happy, safe and secure in their care.

Pre-school children, including those with special educational needs and/or disabilities, take part in circle-time activities to support their early literacy development. However, teaching does not sufficiently challenge some children and they lose interest and engagement in their play. This is because staff working in the pre-school room do not always identify precise next steps for all children that respond to their specific learning needs. While staff in the two- to three-year-old room do identify relevant next steps for children, they do not always incorporate these into the activities they provide. As a result, some children do not sustain good levels of concentration and engagement in their learning.

Pre-school age children do not always listen intently and respond positively to adults and their friends. Two- to three-year-old children are not consistently supported to learn how to manage their feelings and behaviour effectively. This is reflected at times in children's poor conduct, which does not fully support their social development.

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

- The appointment of a new area manager and nursery manager means that some improvement has been made since the last inspection. For example, effective arrangements for the supervision of staff are in place, and staff report appropriate levels of support for well-being issues. Staff have started to use their professional knowledge to assess what children know and can do, including those with special educational needs/and or disabilities. However, more time is required to embed newly implemented monitoring systems and to enhance the quality of teaching and learning for all children. Therefore, not enough progress has been made to raise the overall quality of the provision to good.
- Babies who speak English as an additional language show how they understand instructions as they go to the door when asked. Staff praise babies' 'good listening' and early independence skills as they put one arm in their coat to get ready for outdoor play.
- Staff provide opportunities throughout the day for children to play outdoors in the fresh air and to be physically active. Pre-school age children use the slide independently and ride wheeled toys. They show how they can use their imagination as they collect small rocks in their fishing nets and pretend that they are frogs. Two- to three-year-old children enjoy engaging in messy play

experiences. They have fun playing in the mud kitchen and explore the feel of paint on their hands.

- Pre-school age children respond 'what?' when they do not hear questions asked by staff during their play, and they shout across the room to their friends. Staff tell two- to three-year-old children what not to do but they do not explain and support them to learn why their behaviour is not appropriate. Staff do not consistently address behaviour that is unacceptable and teach children the personal skills they will need to be ready for their moves in the nursery and on to school.
- Parents receive news about their children's development and progress through, for example, daily discussions and parents' evenings. Staff find out from parents what they would like their child to learn next and they support this development through a range of activities in the nursery. Staff encourage parents to be involved in their child's learning and development.
- In the two- to three-year-old room, staff lack clear organisation during some routine activities. For example, as lunchtime approaches, staff do not adhere to the usual routine. They allow some children who have just been changed out of wet clothes from outdoor play to play back in the water. Other children become upset as they are hungry and tired. As staff are busy around the room, this leads to a chaotic and disorganised environment with only one staff member available to support the children who are getting ready for lunch. Children therefore do not consistently benefit from quality care and learning experiences.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a suitable knowledge of the possible signs and symptoms of abuse and the action to take if they have a concern about a child in their care. They are aware of current legislation, including the 'Prevent' duty. Staff understand 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. She ensures that all those appointed are suitable to work with children. Effective staff deployment means that all children are well supervised and appropriately cared for.

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

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

	<b>Due date</b>
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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 learning for all children	27/07/2020
ensure when next steps are identified that these precisely match what all children need to learn next and are used by staff to plan challenging and enjoyable learning experiences that help children to make good progress in all areas of learning	27/07/2020
ensure staff are good role models who consistently manage children's behaviour and support children to understand the consequences of their actions and the impact their behaviour has on others.	27/04/2020

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

- consider how mealtime routines are organised in the two- to three-year-old room so that children continue to benefit from quality care and learning experiences during this time.

## Setting details

<b>Unique reference number</b>	509929
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10128044
<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 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	44
<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 820756
<b>Date of previous inspection</b>	24 September 2019

## Information about this early years setting

Cherub Nursery registered in 1993 and is operated by Cherub Nurseries and Pre-Schools Limited. The nursery employs nine members of childcare staff, all of whom hold early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6pm.

## 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 the 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 manager explained how staff plan and deliver the early years curriculum in each room when she completed a learning walk with the inspectors.

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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