

Inspection of Tilly-Mints Cherubs Day Nursery Ltd

10 Queens Road, Consett, Durham DH8 0BH

Inspection date: 30 July 2021

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|------------------------------|-------------|
| Overall effectiveness | Good |
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy coming to nursery. They develop secure and trusting bonds with their key person and all staff. Babies and toddlers are relaxed and smile when they see familiar staff. They look to staff for reassurance and cuddles, which they receive in abundance. The nursery's nurturing atmosphere is central to this. Children behave exceptionally well. All children develop the attitudes they need to get the most out of their time at nursery. They follow adults' instructions, take turns and listen to each other's ideas. They take pride in looking after equipment and know to tidy up after themselves.

Staff encourage children to explore, discover and ask questions, and children do so eagerly. For instance, children took great delight in moulding play dough and experimenting with different marks and patterns. All children enjoy regular access to the nursery's outside area, where they have fun exploring a range of interesting activities and practise their physical skills. The management team and staff have adapted well to the challenges faced due to the COVID-19 (coronavirus) pandemic. Parents have not been allowed into the building. However, they say that they do not mind because they receive quality feedback from staff at handover when they come to collect their child.

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

- The staff plan and implement the curriculum well, overall. They have a good understanding of how young children learn and they use this knowledge to provide imaginative experiences for all children. However, during some adult-led activities, not all staff focus precisely enough on what it is they want individual children to learn.
- The curriculum includes a wide range of events that open up and enrich children's experiences of the community. For example, before lockdown children made regular visits to the local care home. They spent time talking with the residents, singing and listening to them read stories. Staff support children to practise real-life skills, such as using hammers and nails. These experiences enable children to identify and manage risks in a safe manner. This also strengthens their understanding of the world around them.
- Provision for children's personal, social and emotional development is strong. Babies and young children settle well into routines that carefully consider their individual needs and match those at home. Staff encourage children to become independent learners. For example, they make sure children know where to find things, and how to put them away when they have finished.
- Staff help to develop children's use of spoken language by questioning or providing the correct pronunciation of a new word. However, sometimes, they miss the moment to step in and expand older children's vocabulary by adding

additional and new descriptive words. Children who speak English as an additional language are supported well by staff and make good progress. Staff implement knowledge gained through training. For example, they help parents to understand that babies respond to the rhythm of language and how by simply speaking to their child they are helping to develop their communication and language skills.

- Staff foster children's curiosity in mathematics. They build the teaching of mathematics into the daily routine. They encourage children to count. They help them develop mathematical language. For example, as children play a matching game staff talk about whether the pictures are the 'same' or 'different'.
- Stories, songs and rhymes are enjoyed by children of all ages. Older children keenly talk about their favourite books, reciting phrases and using different voices as they go. Staff provide opportunities for children to listen to the same stories and rhymes on multiple occasions. This helps children to become familiar with the words and concepts these stories contain. For example, using the pictures in the book, one child confidently retells the story telling the children it is about friends.
- Children learn about their health and well-being and develop increasing independence. Younger children are supported to feed themselves, while older children are encouraged to return their plates and cups to the trolley.
- The nursery manager is highly respected by both parents and staff. She has high expectations of her staff and leads by example. The nursery manager actively encourages all staff to review what is working well and identify future areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a clear understanding of the signs that could indicate that a child is at risk of harm, including being exposed to extreme views and behaviour. The management team make sure that all staff have read the policies, documents and updates about safeguarding. This helps staff to develop a good understanding of the potential risks children and their families may face. All staff complete safeguarding training events planned throughout the year. Procedures to check that staff are suitable to work with children are thorough. Staff implement effective measures to minimise the risk of the spread of infection in light of the current COVID-19 pandemic.

What does the setting need to do to improve?

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

- support staff to refine their practice and focus more rigorously on what they want children to learn so each child makes maximum progress in their learning

- enhance the already good practice in developing older children's expressive language skills by expanding on what they say and using additional words when responding.

Setting details

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| Unique reference number | EY556308 |
| Local authority | Durham |
| Inspection number | 10174832 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 75 |
| Number of children on roll | 38 |
| Name of registered person | Tilly-Mints Cherubs Day Nursery Ltd |
| Registered person unique reference number | RP556307 |
| Telephone number | 01207 655454 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Tilly-Mints Cherubs Day Nursery Ltd registered in 2018. It is situated in Consett. The nursery employs 11 members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6, three hold level 4 and six hold level 3. The nursery opens Monday to Friday all year round, from 7.15am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The Inspector discussed the impact of the pandemic with the provider and have taken that into account in the evaluation of the setting.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views, as well as those parents provided in writing.

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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