

# Inspection of Cherubz

St Colemans Roman Catholic Church Hall, St Colmans Avenue, Portsmouth,  
Hampshire PO6 2JJ

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Inspection date:

25 January 2022

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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

Not applicable

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

### The provision requires improvement

There are high expectations for all children to learn and develop. However, these expectations are not consistently achieved across the different age groups. Children in the toddler room play independently but they do not always engage in purposeful play. They are not challenged in their learning and development and are not always motivated to learn. Despite this, the younger children enjoy adult-initiated group activities. For instance, they concentrate well when they play with modelling dough.

Children are happy and safe in the nursery. They behave well and learn to share and take turns. Children with special educational needs and/or disabilities (SEND) receive good individual support. They are fully included in all activities.

All children concentrate well when they listen to stories. Older children talk confidently with staff and their friends. They use a wide range of vocabulary and often share their ideas during imaginative play, for instance when they build constructions using wooden blocks and fill containers with porridge oats and coloured feathers. Babies actively explore the resources. For example, they pull themselves to a standing position and test their balancing skills, as they attempt to push a wheeled toy across the floor.

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

- The manager regularly spends time observing staff practice. She knows where there are some weaknesses, particularly in how staff support younger children's learning and development. The manager has arranged training for staff to address these weaknesses. However, staff are not consistently coached and supported to provide younger children with an ambitious curriculum.
- Staff who work in the toddler room do not provide children with an exciting, well-organised learning environment. Consequently, children in this room are not consistently challenged in their learning and development and do not always engage in purposeful play.
- The number of children attending the nursery has significantly increased in the last few months. Despite staff absence due to the COVID-19 pandemic, the manager ensures there are enough staff to meet ratio requirements. Staff work flexibly as a team to meet children's individual care needs.
- Since registration, the manager has re-organised the children's group rooms. Older children and toddlers now have their own separate play areas. This has helped staff to provide activities that challenge the older children's learning. Children develop the skills they need for future learning. For example, their concentration during activities has improved.
- The manager works closely with apprentices working at the nursery. She

provides them with lots of support to complete their qualifications. This has been particularly beneficial to apprentices whose training stopped during the pandemic.

- Staff support children's language development well. They engage children in conversations, read stories and ask open questions that encourage to respond.
- Staff work closely with parents and other agencies to meet the needs of children with SEND. The manager initiates 'team around the child meetings' where individual support plans for children are agreed. Staff use these plans to provide children with continuity and reduce any gaps in their learning and development.
- Parents report that they are happy with their children's care and learning. For example, they say that their children have developed good self-confidence and made great progress in their speech and language development.
- Staff patiently meet children's individual care needs and develop all children's independence. For instance, older children learn to put on their coats and hang them up. Staff work closely with parents to toilet train children.
- Staff manage children's behaviour well. They are positive role models for children. Staff support children to understand other children's feelings and develop good social skills. Children often look for their friends to join in their play.
- Staff support children to develop their physical skills. For example, children develop good hand-to-eye co-ordination when they use brushes, glue and newspaper to make a volcano for the toy dinosaurs. Staff supervise children well when they encourage them to use garden slide and climbing frame independently.

## Safeguarding

The arrangements for safeguarding are effective.

All staff complete safeguarding training, including the 'Prevent' duty. Managers and staff understand their roles and responsibilities in safeguarding children's welfare. They know what to do if they are concerned about a child's safety. The manager ensures that staff are suitable to work with children and have appropriate childcare qualifications. Staff risk assess the premises and activities. They respond to any health and safety concerns and take all necessary precautions to keep children safe. Staff have marked furniture with bright colours, which has helped children with visual impairment to move around safely during their play.

## 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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<p>ensure staff receive coaching and support that enables them to challenge and extend younger children's learning and development so they make the best possible progress.</p>	<p>23/02/2022</p>
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**To further improve the quality of the early years provision, the provider should:**

- improve curriculum planning and the organisation of the learning environment in the toddler room so that children engage in purposeful play.

## Setting details

<b>Unique reference number</b>	2504020
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10218312
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Cherubz Daycare Ltd
<b>Registered person unique reference number</b>	2504019
<b>Telephone number</b>	07365264448
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Cherubz registered in 2019 and is based in Cosham, Portsmouth. The nursery operates Monday to Friday from 7.30am to 6pm for 51 weeks of the year. It receives funding to provide free early education to children aged two, three and four years. There are 10 staff employed, seven of whom hold relevant childcare qualifications; one has qualified teacher status, five have a level 3 qualification, and one has a level 2 qualification.

## Information about this inspection

### Inspector

Cathy Greenwood

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager and the inspector completed a learning walk together.
- The manager and the inspector completed a joint observation of a children's activity.
- The inspector talked to children, staff and parents at appropriate times during the inspection and observed activities.

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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