

# Inspection of Cherubs Mapperley

400 Westdale Lane, Mapperley, Nottingham NG3 6DG

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Inspection date: 1 February 2022

## **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**

Children receive a warm welcome by staff as they enter the nursery. Staff involve them in taking temperature of their friends, which is part of the new arrival routine due to the current COVID-19 pandemic. Children view and hear numbers as staff encourage them to look at the digital display on the thermometer. They are listened to and tell visitors that they enjoy playing with the building bricks which are available. Some older children are engrossed in a story about space. They enjoy counting down backwards as the rocket in the story 'blasts off'. However, staff fail to recognise that some children are distracted and do not encourage these children to join in.

Older children gain skills needed for the next stage in their learning. They sit and concentrate well as they listen to a story before lunch. They are praised by staff for good behaviour and gain a sense of achievement and pride when they are selected by staff to help set the tables for lunch. Children's dietary needs and preferences are well catered for by the nursery chef. The chef ensures that the food is nutritionally balanced. Alternative foods are used to reduce the sugar in certain meals.

Older children run across crates in the outdoor play area and safely jump onto large wooden reels. Younger children start pulling themselves up on small furniture in preparation for walking. However, staff do not always recognise when to adapt activities, so that children are challenged to develop their physical skills further. Babies enjoy listening to songs. However, they do not hear a range of words from staff during day-to-day activities.

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

- Staff do not receive regular meetings with managers to discuss their individual development needs. Gaps in staff knowledge about how to implement the curriculum have not been identified. At times, staff are not aware that some children are not actively engaged in activities. This results in the quality of education being variable between different group rooms.
- Staff ensure that the resources and activities set out in the nursery rooms are interesting and inviting overall. Older children enjoy looking at a book about space with a member of staff. They further their knowledge and understanding as they go and view the display about space. They show that they have gained knowledge as they talk about living on earth.
- Staff read to children to help develop their communication and language skills. Older children listen to stories which help them know and understand more words. They enjoy a book about space and know that the moon does not have gravity. However, those children who are distracted and not engaged in the

activity do not have the support they need to help promote their communication and language further.

- Staff set out activities that allow children to practise what they have learned. Younger children enjoy stacking small cotton reels on top of each other, which supports the development of their fine motor skills. Older children enjoy joining in with familiar songs and rhymes. They move their bodies as they get up from a laying position and hop around pretending to be rabbits.
- Staff encourage children to take risks in their play. Children enjoy practising their physical skills as they ride bicycles and jump off equipment in the outdoor area. However, staff do not always use the knowledge they have about individual children to support and extend this learning further. On occasions, children are involved in activities that are repetitive and they can easily do.
- Staff support children to be independent. Older children know to wash their hands before lunch and take themselves to the bathroom when needed. Younger children are encouraged to walk independently to the door with a member of staff when they are collected by parents.
- Leaders have identified areas for improvement and have a plan in place to address weaknesses they have identified. These plans are not yet embedded in practice, and some weaknesses, such as the lack of challenge for some children, have not been recognised. Leaders are working with the new manager to implement the improvement plan.
- Parents report that their children are gaining new skills at the nursery, particularly social skills. The nursery has an online system which allows parents to see the activities their child has been involved in at nursery. However, parents do not receive enough guidance or support as to how they can continue their children's learning further at home.
- Staff act as good role models. They praise children when they behave well and say 'thank you' to them. Children learn about expected behaviours. They generally behave well and play alongside each other. When required, staff resolve conflict quickly and appropriately.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities to ensure that every child is protected from harm. They know what to look for which might indicate that a child is at risk of harm. Staff know the correct action to take should they have concerns. Safeguarding displays around the nursery act as daily reminders for staff. Children's attendance is monitored at the nursery. Should a child not arrive for a planned session, the nursery has a procedure in place to follow this up to ensure that there are no welfare concerns about the child. Staff speak with parents about any injuries that children arrive with and seek explanations.

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

**To meet the requirements of the early years foundation stage and**

**Childcare Register the provider must:**

	<b>Due date</b>
ensure that staff have the skills and knowledge to implement the curriculum	28/04/2022
ensure that staff provide children with challenging activities based on their abilities	28/04/2022
ensure that staff improve their professional knowledge to help them engage with children effectively, in order to promote their communication and language	28/04/2022
support parents to help them guide their children's learning at home	28/04/2022
ensure that staff receive regular opportunities to meet with the manager so that training needs can be identified and actioned.	28/04/2022

## Setting details

<b>Unique reference number</b>	2637607
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10213257
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	73
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Childcare (East Midlands) LLP
<b>Registered person unique reference number</b>	RP906853
<b>Telephone number</b>	01158556400
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Cherubs Mapperley registered in 2021 and is located in Mapperley, Nottingham. The nursery employs 18 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two hold level 5, and 11 hold level 3. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm.

## Information about this inspection

### Inspector

Christy Dave

## Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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