

# Inspection of Cherubs Ruddington

163 Loughborough Road, Ruddington, Nottingham, Nottinghamshire NG11 6LQ

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Inspection date: 30 May 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are keen to explore and investigate in this well-resourced nursery. Babies use different tools and their hands to explore the texture of paint. Three- and four-year-old children show an interest in looking at birds in the garden. Children are supported by staff to develop a sense of responsibility and to keep the environment safe. For example, they use dustpans and brushes to sweep up sand and soil off the floor after activities.

Children of all ages thoroughly enjoy playing in the stimulating and well-designed garden. They behave well and learn to take it in turns to hide in long grass. Children stand on tree stumps to look for their friends. They laugh when they see where they are hiding. Children are physically active. Babies copy staff when they show them how to make yoga movements with their bodies. Two-year-old children learn how to roll a ball of dough in their hands. Three- and four-year-old children use wooden blocks to make obstacle courses. They show good balance and coordination when they confidently walk across the blocks. Staff encourage children to learn about the royal family. They show children pictures of Buckingham Palace. Children make crowns and learn that the Queen's name is Elizabeth.

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

- The manager and staff plan a curriculum that provides plentiful opportunities for children to develop their communication and language skills. For example, staff use repetitive words when they speak to babies, such as 'scrub, scrub, scrub' when children wash their hands. Staff read children stories and ask them a good range of questions, encouraging their thinking skills.
- Parents say that staff are tentative, caring and supportive. They appreciate the information they receive from staff about their children's care and learning.
- Staff well-being is a high priority for the manager. She ensures that all staff feel well supported. The manager has an open-door policy, which means staff feel able to raise any concerns they may have. A confidential counselling service is available for staff.
- The manager uses additional funding for eligible children to help meet their individual needs. For example, she attends relevant training courses to help develop her knowledge of how to support staff to develop children's interest in mathematics. Children are provided with opportunities to gain an in-depth knowledge of numbers, counting and quantity.
- Staff support children's emotional well-being, for example when there are changes in their family circumstances. When staff know that children have, or will have, new siblings, they provide opportunities for them to bath baby dolls. Staff talk to children about the experiences they may encounter with their new family members.

- Staff plan experiences to help children develop skills for future learning. For example, children concentrate when they engage in activities and follow instructions. However, occasionally, during adult-led activities, staff do not include all planned learning intentions. For example, when three- and four-year-old children fill pots with soil and plant seeds, staff do not fully extend their knowledge to support their learning.
- The manager is aware that due to the COVID-19 pandemic, some children have had limited experiences of physical exercise. Because of this, improvements have been made to the garden, such as introducing larger apparatus and climbing equipment. This provides further opportunities for children to develop strength in their bodies and to take risks in their play.
- Staff consistently support children to use good manners. They role model being polite when they play with babies. Staff give three- and four-year-old children gentle reminders to say 'please' when they ask for things. This helps to promote positive behaviour.
- Staff recognise when children need additional support and act promptly. Children with special educational needs and/or disabilities benefit from targeted support from other professionals, staff and parents to meet their individual needs.
- Staff provide opportunities for children to be creative. However, some staff do not consistently support two- and three-year-old children to develop their imaginative skills. For example, when children pretend to make drinks with containers and water, staff's interactions do not encourage them to extend their play experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team and staff demonstrate a good understanding of child protection. They know the signs that could suggest a child is at risk of harm, abuse or being exposed to extreme views and behaviours. The manager and staff know where to report concerns about children's welfare to promote their safety. The manager talks to staff about safeguarding scenarios to keep their knowledge current. This helps to promote children's safety. Staff maintain a safe environment for children to play. On hot days, they make sure that children wear sun cream and hats. This helps to keep children safe when they play in the sunshine.

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

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

- strengthen staff's planning of adult-led activities for three- and four-year-old children to include all identified learning intentions
- support staff to enhance the quality of their interactions with two- and three-year-old children to help extend their imaginative play experiences.

## Setting details

<b>Unique reference number</b>	2537231
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10208605
<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>	55
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Childcare (East Midlands) LLP
<b>Registered person unique reference number</b>	RP906853
<b>Telephone number</b>	0115 984 7432
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Cherubs Ruddington registered in 2019 and is situated in Ruddington, Nottinghamshire. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and seven hold level 3. The nursery opens from Monday to Friday all year round, except for one week between Christmas and New Year. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager, the head of practice and provision and the inspector completed a learning walk together of all areas of the nursery and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the management team. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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