

Inspection of Chestnut Cherubs

246 Fleetwood Road North, Thornton-Cleveleys, Lancashire FY5 4LD

Inspection date: 12 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and feel secure in this positive nursery. Children of all ages arrive with a smile as they skip inside to receive cuddles from staff and a welcoming cheer from their friends. Staff recognise how children feel and respond sensitively when they need extra reassurance. Children's emotional development is supported well.

Children are physically active in their play. They confidently throw, catch and bounce balls. Children develop their coordination as they carefully walk along the balancing equipment. They have many opportunities to strengthen the small muscles in their hands by squeezing and rolling dough, making marks in the paint and sculpting sand with their fingers. Children's physical skills are developing well.

Children independently access the resources they need in their play. They interact happily with each other, confidently talking and problem-solving together. For example, when children cannot find the right colour chalk, they share ideas about which colour might work instead. Staff support children to be able to manage their own personal needs. Younger children are taught how to use the toilet and older children wash their hands before eating without being prompted. Children are developing skills that will support them to be ready for the next stage in their education.

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

- Children with special educational needs and/or disabilities (SEND) thrive in this supportive and inclusive nursery. Staff identify any concerns about children's progress early. They engage effectively with parents and other professionals to enable targeted support to be put in place for children. Staff act on advice from the local authority and implement effective strategies to support children's development. Children with SEND make significant progress.
- Leaders value the impact that professional development can have on improving the quality of staff's practice over time. They ensure that staff attend training to keep their knowledge up to date and meet with staff regularly to support them in developing their skills. Staff well being is promoted and morale is high.
- An embedded key-person system is in place. Children form strong bonds with their key person, which helps them to settle when they first join the nursery. Staff know children well and use assessment effectively to plan for children's next steps in learning. This supports all children to make good progress.
- Staff celebrate the uniqueness of every child. For example, during the recent Jubilee celebrations, children learned about different monarchies from the countries that their families are from. This supports children to develop an understanding of the world and an appreciation of diversity.

- Children enjoy listening to stories. They gather round and snuggle in as staff enthusiastically read books. Children confidently join in with repeated phrases in the stories and demonstrate their understanding of what is being read. They predict that the character feels angry because they notice he has a red face. Babies help staff to turn the pages as they carefully handle books and point to the pictures. Children of all ages are developing a love of reading.
- Children demonstrate that they are confident in their understanding of early mathematical concepts. They frequently use mathematical language in their play. For example, children gather up the balls and correctly identify that they have five. They talk about how old they are and know how old they will be on their next birthday. Staff encourage children to count and to join in with number rhymes. This supports children to develop the mathematical skills they will need when they start school.
- All parents are incredibly complimentary about every aspect of the nursery and staff. They say that the staff are 'brilliant' and 'go above and beyond'. Parents feel that the level of care that their children receive is 'on another level'. They appreciate the detailed daily communication they receive and say that they feel staff value their views. Parents share that the nursery's broad curriculum has sparked their children's interests in the world beyond their immediate environment and that they feel their children are making good progress. Parents describe the nursery as 'a loving and nurturing extended family'.
- Staff link activities to children's interests and interact positively with them in their play. However, at times, activities and questions are not open-ended enough to consistently engage children and allow them to extend their thinking.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a clear understanding of the signs that may indicate children are at risk of abuse. They know what actions to take if there are any concerns about children's welfare. Leaders have robust recruitment systems in place to ensure that staff are suitable. Children demonstrate that they feel safe through the secure attachments they have formed with the adults working closely with them. Risks are assessed daily by staff to ensure that the nursery is safe and secure for children. They teach children about risks and ensure that adults and children are aware of any potential hazards.

What does the setting need to do to improve?

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

- increase the use of open-ended activities and questioning, so that children have more opportunities to extend their thinking to the highest level.

Setting details

Unique reference number	EY562157
Local authority	Lancashire
Inspection number	10126654
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	73
Name of registered person	Chestnut Cherubs Childcare Ltd
Registered person unique reference number	RP562156
Telephone number	01253862050
Date of previous inspection	30 September 2019

Information about this early years setting

Chestnut Cherubs registered in 2018. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications to at least level 2, including one with qualified teacher status and six qualified at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and two weeks at Christmas. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Liz Dayton

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.
- The inspector observed the staff's interactions with the children and the impact of these on children's learning.
- The manager and deputy manager joined the inspector on a learning walk and explained the intentions for children's learning.
- The inspector looked at relevant documentation, including checking the suitability of the staff.
- Discussions were held with the manager and staff during the inspection.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022