

Inspection of Cherubs Children's Centre Wynndale

Wynndale Primary School, Wynndale Drive, Mansfield, Nottinghamshire NG18 3NY

Inspection date: 18 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 Good

What is it like to attend this early years setting?

The provision is good

Babies show that they feel happy and secure at the nursery. They play alongside their friends, giggling and laughing at each other. Babies develop strong relationships with their key worker. They sit with staff who sing as the babies move their bodies in response to the music. Babies show they care for their friends from a young age. They learn how to share their toys with each other, receiving praise from staff for being kind to one another.

Children behave well and know what staff expect of them. They help staff to wipe tables and set the tables for lunchtime. Children respond well to positive guidance and frequent praise from staff. As a reward for their good behaviour, children are chosen by staff members to sit at the 'fine-dining table'. Children show excitement and a sense of pride when their good behaviour is rewarded.

Staff focus on supporting the communication skills of all children at the nursery through high-quality interactions. Babies join in singing time with the staff. They learn the actions of songs and repeat these while staff sing. Children splash while they wash dolls in the water tray. They sing with staff, learning the words of different body parts.

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

- Leaders and staff have high expectations for all children. They plan an ambitious and well-thought-out curriculum. For example, children join in physical education sessions. They learn a range of sports skills, including cricket, fencing, archery and football. These experiences help to build children's gross- and fine-motor skills, such as coordination and balance.
- Children learn about healthy lifestyles. Using picture recipe cards, staff talk to the children about the ingredients that are in their meals. Children can identify the ingredients that are healthy, such as vegetables and fruit, and those that are not as good for them, such as sugar and salt. Children know that they need to drink water to stay hydrated.
- Leaders identify children with special educational needs and/or disabilities. They work in partnership with parents and other professionals to access the support needed for individual children. Leaders use any additional funding for individual children effectively. They liaise with other professionals to ensure they purchase resources that can be used for targeted interventions, supporting children's individual development needs.
- Parents' views of the nursery are complimentary. All parents say they are happy with the service provided and their children enjoy attending. Parents talk about how they enjoy attending events at the nursery. They say the events help them to meet other parents and children.

- Leaders and staff teach children about their wider community. For example, the children visited the elderly people's care home at Christmas time. They stood outside with staff and sang Christmas carols for the residents. The children visit the local church regularly, where they learn about the Easter story. Children made Easter pictures as part of the Easter celebrations. Their artwork was displayed in the church and viewed by the local community. These experiences help to build children's essential knowledge of their local community.
- Leaders and staff are very aware of the impact of the COVID-19 pandemic. They have identified that this has affected children's communication, social and emotional skills. Staff have completed training to support children's social development. They have designed a self-regulation area for children to use. Children use the resources in the area to calm and soothe themselves.
- Staff help children to develop a love of books. They regularly read familiar stories to children from a young age. For example, babies sit with staff in a cosy corner and share a book. The babies sit and listen intently. They touch and feel the different textures on the pages.
- Children enjoy many learning opportunities at the nursery. Staff plan activities using children's interests. For example, children learn about caring for babies. Staff encourage them to gently wash dolls in the water tray with sponges. However, children are not given the time or opportunity to fully explore, concentrate on, and enjoy the activities on offer to their own satisfaction.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a thorough knowledge of how to keep children safe from harm. All staff attend regular safeguarding training. There is a clear procedure for visitors and the site is secure. Managers and staff understand their responsibilities in monitoring and reporting any signs and symptoms that indicate a child may be at risk of harm, including how to make referrals to other professionals when needed. They are confident in how to escalate any concerns. Leaders have a robust recruitment and induction process in place. They continuously monitor the suitability of all staff.

What does the setting need to do to improve?

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

- ensure staff give children the time they need to follow their own interests and curiosity and concentrate on and enjoy the activities provided.

Setting details

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|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY491335 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10219648 |
| 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 | 1 to 8 |
| Total number of places | 63 |
| Number of children on roll | 108 |
| Name of registered person | Childcare (East Midlands) LLP |
| Registered person unique reference number | RP906853 |
| Telephone number | 01623644069 |
| Date of previous inspection | 22 August 2016 |

Information about this early years setting

Cherubs Children's Centre, Wynndale registered in 2015 and is located in Mansfield, Nottinghamshire. The nursery employs 18 members of childcare practitioners. Of these, 13 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marie Townrow

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.
- Leaders and the inspector conducted a learning walk together to review children's learning experiences.
- The children talked to the inspector about their activities.
- The manager and the inspector conducted a joint observation of children's activities.
- Discussions were held with senior leaders and members of staff.
- The inspector discussed the management and organisation of the nursery with senior leaders. She reviewed relevant documents.
- The inspector spoke to 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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