

Report for childcare on domestic premises

Inspection date: 20 October 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

Children arrive confidently at this welcoming and friendly setting. They immediately begin to explore the inviting environment. Children use their large motor skills and coordination as they march, do star jumps and jump up and down, carefully following directions to an exercise programme.

Children explore their senses as they squish and mould play dough. They examine autumn resources carefully, such as pumpkins and leaves, as they learn about the seasons. Children practise using their small-muscle skills as they dip their glue sticks into glue and watch, as it drips onto a 'beanstalk', before attaching autumn leaves. They play with small vehicles and cardboard tubing. Children calculate how fast the vehicles will travel down the tube. They shout, 'it's a surprise,' as they drop the vehicles in the top of the tube, then laugh in delight as the vehicles travel quickly down and come out the other end.

Children effectively use their listening and memory skills as they play a matching card game linking familiar film characters. They shout and point at the cards as they recognise and name the pictures on them. Children sit confidently alongside their friends at group time. They pass around a 'singing sack' that contains characters linked to familiar songs. Children take it in turns to guess and sing the well-loved songs with delight.

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

- Parents speak warmly about the care the staff provide for their children. They say that they are 'friendly', and the service is 'family based'. They praise the ongoing communication they receive about their children's progress, and the regular newsletters and emails that keep them well informed.
- The provider ensures that the key-person system works effectively. Staff place great importance on ensuring the needs of all children are met. For example, children know who to go to if they are unhappy and need a cuddle. Because of this, children settle well.
- The provider and staff create an educational programme that is interesting and relevant for the children attending. Overall, children make good progress during their time at the setting. However, staff do not always carefully consider the learning needs of individual children when they plan adult-led activities. For example, some activities provided for younger children are pitched too high to enable them to fully participate and maintain their interest.
- Children who have special educational needs and/or disabilities make rapid progress at the setting. There are good systems in place to ensure that children receive swift and targeted support. Staff are trained to use British sign language during conversations and play, to ensure that all children are able to

communicate.

- The staff ensure that children know how to keep themselves healthy. Children learn the importance of eating a healthy diet. Meals are freshly prepared each day, are nutritious and inviting. Children begin to understand the importance of oral health, as they are encouraged to brush their teeth regularly. Staff ensure that children follow good hygiene practices. For example, children wash their hands after using the toilet and before handling food.
- Staff are very well supported by the passionate and knowledgeable manager. The manager supports the mental health of all staff. Regular supervisions and ongoing meetings ensure that staff feel happy and secure in their role.
- Staff provide opportunities for children to learn about diversity in modern Britain. For example, children recall words they have learned previously during circle time. They confidently sing about the days of the week in Spanish. This contributes to children's understanding about the wider world and the use of different languages.
- Children behave well. They are kind and considerate to their friends. For example, children understand that they have to wait to have a turn with their favourite toys. Staff gently remind them to say 'please' and 'thank you'. When a bell is rung during the session, children understand that this means they need to tidy up; all children contribute to this.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a strong commitment to safeguarding children and their families. Staff receive regular training; the managers ensure, that safeguarding updates are shared effectively during team meetings. Staff are able to identify signs of abuse and have robust procedures in place to report concerns about children's welfare. They demonstrate a good understanding of what to do if they have any concerns about member of the staff team. Staff understand how to identify risks or hazards in the setting and minimise these effectively. They respond swiftly to any accidents or incidents that may occur.

What does the setting need to do to improve?

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

- further differentiate when planning adult-led activities to ensure that younger children are able to participate and maintain their interest.

Setting details

Unique reference number	EY463857
Local authority	Lincolnshire
Inspection number	10236204
Type of provision	Childcare on 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 4
Total number of places	24
Number of children on roll	35
Registered person unique reference number	RP510983
Date of previous inspection	6 December 2016

Information about this early years setting

Cherry Cherubs Childcare registered in 2013 and is situated in Cherry Willingham, Lincoln. The setting employs seven members of childcare staff, all of which hold appropriate early years qualifications at level 3. The manager holds a level 4 early years qualification. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Stephanie North

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider about the leadership and management of the setting.
- 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 joint observations of group activities with the provider.
- Parents shared their views of the setting with the inspector.
- The provider showed the inspector documentation to demonstrate the suitability of staff.

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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