

# Inspection of Cherubs Day Nursery

Executive House, St. Albans Road, Bulwell, Nottingham, Nottinghamshire NG6 9FT

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Inspection date: 27 October 2022

**Overall effectiveness** **Good**

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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 happy at the nursery, eager and confident to explore their environment. Children of all ages form strong bonds with staff. They happily engage staff in their play and seek out cuddles for comfort when needed. They show friendly behaviour towards their friends, staff and visitors. For example, toddlers offer visitors a plate of play-food saying, 'this is for you', as they discuss the food they have chosen for them. Babies learn to take risks as they practise walking on play equipment, while staff remind toddlers how to use the indoor slide safely.

Children engage well in activities of their choosing, showing a positive attitude towards their learning. Pre-school children enjoy making their own play dough. They discuss with staff how they can use food colouring to change the colour. They squeeze the colouring out of the tube saying, 'I made purple'. Babies look through magnifying glasses as they explore the garden. Staff develop the babies' speech by encouraging them to repeat words as they play. For example, staff say, 'dig, dig', as babies use spades in the sand. Staff extend pre-school children's learning, as they discuss the different names of seeds, such as coriander and poppy. Pre-school children develop their small-muscle skills as they practise using a spray bottle to water seeds as they plant them in pots.

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

- Staff know the children well. They carry out assessments and observations, planning the next steps of learning to help them to develop. All children, including those with additional needs, make good progress in their learning. The nursery's special educational needs coordinator and management team work well with other professionals. They support staff and families to help children to reach their goals on individual target plans.
- Staff plan a variety of activities that cover the seven areas of learning. For example, babies develop physical skills, as they enthusiastically roll pumpkins in paint. Staff encourage them to reach for the pumpkins and explore other small tools, such as brushes. Toddlers develop their mathematical awareness as they look at numbers on scales and weigh out ingredients to make cakes. They shout they need 'flour', as staff encourage them to think about what ingredients they need. However, at times, staff do not recognise when they need to differentiate planned group activities to meet the individual development needs of children, especially for less confident and quieter ones.
- Staff are positive role models. They praise children for using their manners as they say 'please' and 'thank you'. Children react positively to staff, as they are encouraged to share toys with their friends and take turns during activities. Children who need additional help to do this are supported well.

- Children are encouraged to be independent. Pre-school children persevere as they use tongs to self-serve their salad at lunchtime. Staff remind children about the importance of washing their hands. For example, during a baking activity, they get egg on their hands; staff teach toddlers about needing to wash their hands so their 'bellies do not get poorly'. Toddlers practise how to use a toothbrush as they brush the toy dinosaurs' teeth. Staff remind them they brush their teeth to keep them clean. This enables children to learn about healthy hygiene routines.
- Children learn about their community and other people. They regularly visit the local care home and take part in activities, such as painting their self-portraits, to learn about their differences.
- Parents report their children 'love' coming to nursery. They say they are happy that staff recognise each child's family background. For example, the nursery celebrates Diwali to reflect the children who attend. Staff provide feedback to parents about what their child is learning via meetings and daily feedback. However, some parents report inconsistencies, when it comes to staff sharing information with them regarding the nursery and their child's development.
- Staff report they feel supported by the management team. Since the COVID-19 pandemic, management has reviewed ways they support staff-wellbeing. They hold regular meetings with staff to discuss this and their professional development. Staff have access to online training to keep their knowledge up to date, and they have opportunities to reflect on their practice thanks to carried out observations.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a very good understanding of the signs and symptoms that may indicate a child is at risk of harm, including what county lines are. Staff are aware of the procedures they need to follow and who to contact, both inside and outside of the nursery, should they have concerns regarding a child or adult. Staff complete safeguarding training to ensure their skills and knowledge are up to date and refresh this during staff meetings. The nursery recruitment team carry out appropriate vetting procedures on staff, ensuring they are suitable to work with children.

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

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

- support staff to recognise when they need to differentiate planned group activities to meet the individual development needs of children, especially the less confident and quieter children
- enhance sharing of information with parents, with particular regard to children's

development and what is happening in nursery.

## Setting details

<b>Unique reference number</b>	254602
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10234445
<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>	82
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Glosscalm Properties Limited
<b>Registered person unique reference number</b>	RP906852
<b>Telephone number</b>	0115 9795975
<b>Date of previous inspection</b>	19 January 2017

## Information about this early years setting

Cherubs Day Nursery registered in 1993 and is located in Bulwell, Nottingham. The nursery employs 24 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 and level 4, with the manager holding early years professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Natalie Vaughan Prosser

## 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 provider and has taken that into account in their evaluation of the setting.
- The inspector and manager observed activities in both indoor and outdoor learning environments used by children. The manager talked to the inspector about their curriculum and what they want their children to learn.
- The inspector viewed the nursery and discussed the safety and suitability of staff and the premises.
- Children spoke to the inspector about what they were doing during activities.
- Parents shared their views with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- A sample of relevant documentation was viewed by the inspector, including two-year-old progress checks and accident records.

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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