

# Inspection of Little Cherubs Solihull

1322 Warwick Road, Acocks Green, BIRMINGHAM B27 6PL

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Inspection date: 15 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle well in this family orientated nursery. Staff are warm and friendly and create a happy and welcoming environment for children. Relationships between children and staff are positive and they build a feeling of mutual respect and security. Those children who are less confident are given cuddles and reassurance. As a result, children behave well and make good progress in their learning.

Children enjoy the activities available for them to play with. They concentrate as they roll play dough to make different patterns. Children develop their imagination. They put on hats as they pretend to be firefighters and use a measuring tape as a hose to put out the fire. Children chat happily to each other as they play in the construction area. They use large shells and pretend they are telephones to talk to each other. Children have fun as they learn.

Children learn about differences between themselves and others. Different cultures and customs are valued. Children who speak English as an additional language receive support and staff learn words in children's home language to help them to settle. Children learn about the local community during trips to the train station and the library.

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

- Although the manager is new in post, she has already made significant changes and has a clear vision for what she wants to improve. Staff speak highly of her approachability and say that she has really made a difference in the short time she has been in post.
- Staff have opportunities to undertake appropriate training to enhance their professional development. The manager monitors staff practice and uses supervision meetings to identify any training needs.
- The manager has a good oversight of the curriculum and what she wants children to learn to support their next stage of learning. She cascades this to staff, and they work together to provide a stimulating learning environment for children. Staff plan 'in the moment' to provide activities based on children's individual interests and next steps for learning. However, they sometimes miss opportunities to fully extend children's learning and help them make even better progress.
- Resources are organised to enable children to choose what they want to play with. However, some resources are not always suitable to meet children's individual needs. For example, at lunchtime, some children are given big spoons instead of a knife and fork to cut up their food. As a result, they use their fingers instead. In addition, sleep mats are worn and in need of replacing, as the covers

are split and the foam interior is coming out. That said, the manager and provider have recognised these weaknesses and have put action plans in place to address them.

- Children with special educational needs and/or disabilities are extremely well supported. Staff are quick to recognise where there are gaps in children's learning. They work closely with parents and outside professionals to ensure children receive early support when needed. As a result, all children are helped to access activities at their own pace and in their own individual way.
- Children's communication and language is given high priority. Staff talk to children and engage them in conversations. They ask questions and give children time to answer. Children develop a love of books. They happily sit with staff as they look at pictures and turn the pages. Older children listen to a story and ask staff to read their favourite books.
- Children develop independence in readiness for the move on to the next stage of their learning and school. They find their own coat pegs and try hard to put on their coats and shoes. Older children pour their own drinks and carry their plates to the serving station at lunchtime. Staff share information when children move to the next room and children have settling-in times to familiarise themselves with the new environment and routines. However, links with local schools are not yet in place to support children when they move from the nursery to school.
- Parents are happy with the care their children receive. They know their children's next steps and what they can do to support children's learning at home. They say staff are friendly, supportive and know their children well. They comment that children enjoy coming to nursery and have settled well and built strong relationships with the staff.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a good knowledge of the signs that may indicate a child is being abused. They attend training to further their knowledge and ensure it is up to date. Staff know the procedure to follow if they have concerns about a child or a member of staff. Recruitment and induction procedures ensure that everyone working with the children is safe and suitable to do so. The premises are secure, and staff are vigilant to identify any risks to children. There are stringent procedures in place to ensure the safe collection of children.

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

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

- help staff to fully extend activities, so that children consistently receive high-quality learning experiences
- review the resources on offer to ensure they are suitable and fit for purpose

- develop partnerships with schools children move on to, to promote consistency in children's care and learning.

## Setting details

<b>Unique reference number</b>	EY539892
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10267352
<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>	52
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Hannahs Little Cherubs Limited
<b>Registered person unique reference number</b>	RP539891
<b>Telephone number</b>	01217077569
<b>Date of previous inspection</b>	14 March 2018

## Information about this early years setting

Little Cherubs Solihull registered in 2016. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including one who holds level 5. The nursery opens Monday to Friday, all year around. It is closed for one week at Christmas and on bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Johnson

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the nominated individual/registered individual and the manager 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 a joint observation of a group activity with the manager.
- The inspector spoke to children, staff and 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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