

Inspection of Cherubs Mapperley

400 Westdale Lane, Mapperley, Nottingham NG3 6DG

Inspection date: 20 December 2022

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| 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

The children who attend this nursery are becoming curious learners. Younger babies grasp sensory tubes and turn them in their hands while they watch the content move. They respond with excitement as staff encourage them to shake them safely. Children develop their hand control while showing they can follow this basic instruction. Toddlers are intrigued by the treasures that staff provide for them to create transient art. They play with a purpose in mind, carefully searching for glass beads. Toddlers concentrate and sustain their thinking until they proudly complete their creations.

Children develop a love for reading from the youngest of ages. Babies select books that are accessible to them throughout their thoughtfully designed environment. Pre-school children demonstrate their secure learning as they role play 'We're Going on a Bear Hunt' in the garden. Staff support pre-school children to describe the natural textures they find outside while making up their version of 'That's not my Christmas Tree'. Through this, children's vocabulary develops. They learn what the word texture means and hear the new descriptive language, which they then use to recite their story.

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

- The management team have worked tirelessly since the last inspection to drive forward the improvements that were identified. The manager has made sure staff are clear about the curriculum throughout the nursery. Overall, this is being implemented well. However, the manager recognises that some staff need ongoing support to perfect the curriculum implementation for older babies, to maintain their focus on learning. She has an action plan in place for this.
- Staff have developed their professional knowledge in several areas of child development, especially around promoting children's communication and language skills. Children benefit from this. Staff give children an abundance of opportunities to hear new language and practise using their developing vocabulary. Examples include singing, storytelling, and conversations, where the staff use open-ended questions to encourage children's language extension.
- Children learn to look after their bodies and manage their personal care needs. Staff encourage the children to find a tissue and wipe their noses. Children participate in yoga sessions led by staff, to promote their physical and mental health. This helps children maintain their positive well-being.
- Staff have embedded routines where children actively participate in creating a safe and well-organised environment. Pre-school children demonstrate responsibility as they sweep up oats from the floor. They quickly follow instructions, when staff request that they tidy away their toys. Children are involved in setting the table for teatime and happily complete this task. These

positive behaviours shape a harmonious environment, where children's learning and development can flourish.

- Sometimes, children are left to wait while staff organise transitions between activities and prepare to serve food at mealtimes. Although children generally behave very well, their personal, social, and emotional development could become compromised during these waiting times.
- Parents confirm that their children are making good progress. They describe the learning that their children have gained through attending the nursery. Staff share ideas about how children's ongoing learning can be supported at home. However, communication about what children should learn next is sometimes delayed.
- The manager and staff arrange opportunities for children to learn about the world around them. Children meet people in the community during outings to the library and local shops. Staff support children to participate in sports sessions, where children interact with and learn from a qualified sports coach. This gives children the chance to experience something new and different.
- The manager uses additional funding to enhance the experiences of those children entitled to it. Staff make sure that children with special educational needs and/or disabilities access the services that they need. Timely referrals are made to safeguard children and their families. This means that the welfare of all children is prioritised.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know their child protection roles and responsibilities. They are alert to the signs of child abuse within the home or community and know what to do if they have concerns of this nature. Staff understand the whistle-blowing policy and procedure. Children's dietary needs are catered for, and food is prepared in a clean and hygienic kitchen. Staff respond to minor medical emergencies because they hold a current paediatric first-aid qualification. The manager ensures staff's suitability when they are recruited and can confirm their ongoing suitability 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:

- continue to support staff to implement the curriculum specifically for older babies, so that they are continually focused and involved in learning
- adapt the organisation of transitions and routine activities to reduce waiting times, so children maintain their positive behaviour
- revise the systems for sharing information about children's next steps, so staff and parents have up-to-date information about children's learning and

development goals.

Setting details

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| Unique reference number | 2637607 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10229126 |
| 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 | 73 |
| Number of children on roll | 94 |
| Name of registered person | Childcare (East Midlands) LLP |
| Registered person unique reference number | RP906853 |
| Telephone number | 01158556400 |
| Date of previous inspection | 1 February 2022 |

Information about this early years setting

Cherubs Mapperley registered in 2021 and is located in Mapperley, Nottingham. The nursery employs 20 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, 10 hold level 3, and two hold level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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.
- Parents shared their views of the nursery with the inspector.
- The manager 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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