

Inspection of Little Cherubs

St Michael's Parish Hall, Ford Lane, Crewe, Cheshire CW1 3TN

Inspection date: 11 May 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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

The staff at this small sessional pre-school pride themselves on being welcoming and inclusive to all children regardless of their ability. A high number of children with special educational needs and/or disabilities (SEND) attend. Staff work with other professionals to adapt the curriculum where this is required. Staff place a strong emphasis on supporting children's personal, social and emotional development. They understand that mastering all prime areas of learning is key to children's future educational success. Clear routines and boundaries ensure that children understand what is expected of them and help them to settle quickly. Children are encouraged to make choices, for example between activities and snacks. Staff explain to children that behaviour is also a choice. Children quickly understand that they can make good choices or choices which are not so good. They understand the consequences of their actions on others or on their own safety. For example, children understand that it is good to help tidy up toys from the floor so that they do not get damaged.

Children are introduced to topics which expand their horizons and teach them about the wider world. They enjoy caring for caterpillars and watching as they become cocoons and hatch into butterflies. Staff use these types of activities to provide context when teaching children new words, such as 'fragile', 'sensitive' and 'cocoon'. Associated stories support children to recall ideas and practise focusing on a task as part of a group. This helps to prepare children for their move on to school.

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

- The provider has a wealth of experience of working with children with SEND. She is dedicated to providing appropriate help to the children and their families. She guides parents through assessments to ensure that suitable support is provided. Where required, special school or specialist unit placements are arranged for children to move on to. This assists children with SEND to access their entitlement to the correct early education.
- The way staff manage children's behaviour is a real strength of this pre-school. Staff understand that they need to reflect on children's behaviour. They assess what it is telling them and adapt their approach if necessary. Staff focus on using the same simple, consistent strategies. The children understand that staff mean what they say and learn to trust them. Children who have had difficulty complying with behaviour expectations in other settings quickly learn to make good choices. Children are developing a strong sense of right and wrong and have a positive attitude.
- The provider and staff have a clear idea of what they want children to learn. While the focus is on the prime areas of learning, staff also weave in other areas

of development. For example, while playing a physical parachute game, children move with confidence. They are also challenged to use numbers and remember the meaning of mathematical positional language, such as 'under', 'over' and 'around'. Children develop a positive attitude to learning and are eager to join in.

- The small team of staff work together and draw on each other's strengths. The provider shares her experience and regularly provides suggestions of how staff can improve their practice. Staff are very keen to plan interesting and exciting activities which sometimes link to past learning. For example, children recall their learning about landmarks of London linked to the previous activities relating to the King's coronation. However, sometimes, such activities are dominated by the most able children or those who need specific adjustments. The provider recognises that staff need to further develop their teaching skills and confidence in consistently delivering the planned curriculum for all children.
- Snack times are used as a social time and to recall past learning and develop children's understanding of healthy eating. Children make choices between drinks and are reminded to say 'please' and 'thank you'. They are encouraged to try a range of vegetables and fruits. Staff discuss the properties of food with them. For example, they explain that cheese provides calcium which supports healthy bones and teeth. Children are reminded to take extra drinks when it is hot. They are learning the conventions of mealtimes and are starting to understand how to keep themselves healthy.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff recognise their responsibility to keep children safe. They understand what would constitute a safeguarding concern about a child or a colleague. They are clear on how to report any concerns, in the pre-school and to outside agencies, if this becomes necessary. They understand the need to work as part of a multidisciplinary team to protect children they may be concerned about and to support families in need. The provider deploys staff effectively to ensure that appropriate child-to-adult ratios are maintained. Staff carefully sign children in and out of the pre-school. Procedures at home time are well organised and safe. Parents, staff and children know what to do during handovers at the beginning and end of each session. Staff have first-aid training, some have undertaken fire warden training and food hygiene training. This supports their understanding of how to keep children safe and what to do in an emergency.

What does the setting need to do to improve?

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

- develop the mentoring of staff to support them to further enhance their teaching skills to drive all children's learning.

Setting details

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| Unique reference number | 2520070 |
| Local authority | Cheshire East |
| Inspection number | 10287606 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 40 |
| Number of children on roll | 19 |
| Name of registered person | Wood, Ligia |
| Registered person unique reference number | 2520069 |
| Telephone number | 07817232149 |
| Date of previous inspection | 8 June 2022 |

Information about this early years setting

Little Cherubs registered in 2019. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two hold qualifications at level 3, and one holds a qualification at level 2. The pre-school is open from Monday to Friday during term time only. Sessions are from 8.45am to 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Rhodes

Inspection activities

- This was the first routine inspection the pre-school 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 her evaluation of the pre-school.
- The inspector observed the quality of education being provided, indoors and outside, and assessed the impact on children's learning. She had a learning walk with the provider to discuss the ethos of the pre-school and how the curriculum is planned and implemented.
- The provider and the inspector carried out a joint observation of an adult-led learning activity.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- A number of parents spoke to the inspector during the inspection. The inspector took account of their views.
- Staff and children were spoken to by the inspector during the inspection. Staff explained why they were undertaking some activities and how they worked with individual children. Staff explained about their ongoing support and training.

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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