

# Inspection of Cherubs South Normanton

23 Hilcote Street, South Normanton, ALFRETON, Derbyshire DE55 2BQ

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Inspection date: 25 July 2023

<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**

Staff warmly welcome children and families into the nursery, spending time to help children settle quickly and begin their day full of laughter and smiles. The individual attention and support that every child receives is exceptional and helps all children, including those with special educational needs and/or disabilities, to thrive and succeed in their learning and development. Staff are skilled in supporting babies to independently explore their environment and develop their confidence. Babies respond with delight as staff spontaneously sing to them and join in their play. Staff are very attentive to children's individual needs, such as their feeding and sleep routines.

Staff provide a well-balanced and thoughtful curriculum that supports all children to build on their skills and make progress. Staff give particularly high attention to developing children's language and communication skills. This is securely embedded throughout the nursery as children of all ages confidently engage in social interactions and conversations during their play and mealtimes. Children thoroughly enjoy their outdoor experiences as staff engage with and encourage children effectively. For example, staff lend a helping hand when children attempt to balance and reach up to grab a branch. Children shout with excitement when they succeed and exclaim, 'look, I've found a magic bean'. Staff praise children when they find and talk about moss they see on a stick, encouraging them to share their thoughts and ideas. Staff foster an atmosphere where all children are motivated and fully immerse themselves in their activities.

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

- The inspirational leadership and management of this setting create an environment where all staff strive to deliver a stimulating, meaningful and ambitious curriculum. Apprentices are well supported and all staff demonstrate an effective practice as they support children to achieve.
- Staff work closely with parents and carefully observe children to gain a secure understanding of children's individual needs and interests. This helps them to provide a rich variety of experiences that draw children in and motivate them to learn. For example, when taking part in a forest school session, children delight in being actively involved in collecting the firewood. They sit, mesmerised by the fire, and recall words that they have learned regarding fire safety. They use their senses to describe the smell of the smoke and the taste of the popcorn.
- Parents speak very highly about the nursery and the quality of care and education their children receive. Parents feel listened to and valued as staff respond positively when parents make suggestions. For example, staff planned a variety of activities linked to St. David's Day to celebrate a family's heritage. Parents comment that the staff team help everyone to feel part of 'one big

family'.

- Children's health and physical well-being are very well promoted. All children benefit from regular opportunities to develop their physical strength and large movements outside. Children thoroughly enjoy the freedom of the open space as they run, climb, balance and dance. Children show good coordination as they use play equipment. The cook provides children with healthy and nutritious meals and snacks. Children's individual dietary requirements are fully included when preparing all meals.
- Staff are positive role models. They sensitively guide and encourage children and use strategies appropriate to their ages and stages of development. For example, when children become over-excited, they distract them and draw their attention to other activities. Children show genuine care and kindness to their friends. For example, older children quickly offer to help younger ones at lunchtime by cutting up their food.
- Children confidently use mathematical language during their play. For example, when putting a log into the fire bowl, toddlers recognise that it is 'too big'. Pre-school staff encourage children to count and compare objects. However, staff do not fully extend children's knowledge and understanding of how to solve problems during daily activities.
- Staff create exciting opportunities for children to develop their literacy skills. Pre-school children sit down at lunchtime and are excited to read the daily menu with an adult. They talk to their friends about what they like and what they are going to try. Staff capture children's imaginations as they read stories and talk about the characters and events. Children's love of books is extended as staff create a variety of story sacks for families to enjoy together at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the signs and symptoms that may indicate a child is at risk of abuse or significant harm. All members of staff understand safeguarding procedures and know how to escalate any concerns to the appropriate agency. Safer recruitment procedures are consistently implemented to ensure all adults working with children are suitable to do so. Staff implement risk assessments appropriately and supervise children to ensure their safety. Staff undertake careful monitoring of children when they are asleep. Staff teach children how to keep themselves safe. For example, they talk to them about how to use the play equipment in the garden and to handle scissors and cutlery.

## 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 consider how daily activities can further develop children's

problem-solving skills.

## Setting details

<b>Unique reference number</b>	EY471243
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10263909
<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>	55
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Childcare (East Midlands) LLP
<b>Registered person unique reference number</b>	RP906853
<b>Telephone number</b>	01773580164
<b>Date of previous inspection</b>	16 May 2017

## Information about this early years setting

Cherubs South Normanton registered in 2013 and is situated in South Normanton, Derbyshire. The nursery is privately owned by Childcare (East Midlands) LLP. The nursery employs 19 members of childcare staff. The manager holds qualified teacher status, eight staff hold level 3 childcare qualifications and two are qualified at level 2. The nursery opens Monday to Friday all year round, except for bank holidays and the week between Christmas and New Year. Sessions are from 7.30am until 6pm. The provider receives funding to provide early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Scheel

## 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 the inspector had a learning walk together and discussed the learning intentions for children and how the environment is arranged.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector carried out two joint observations of group activities with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector held discussions with the manager and the leadership team. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.

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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