

# Inspection of Cheeky Cherubs Nursery

Bridge House, 162 West End Road, Morecambe, Lancashire LA4 4EF

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Inspection date: 29 September 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

Children are warmly welcomed by staff as they enter the nursery. They are eager to start their day and excitedly go to hang their coats up before entering their rooms. Staff plan an interesting curriculum that supports all children to practise and develop new skills. Staff in the baby room help younger children to explore and investigate items hidden in trays of dried pasta. Staff in the toddler room help children to build their physical skills through using a range of tools as they explore and knead dough. Children in the pre-school are supported to learn about oral health as they explore different foods and talk about how to brush their teeth. Activities are carefully planned to support children's developing skills.

Staff have high expectations for all children. They promote positive behaviour and well-being. Children are encouraged to consider the feelings of others and what makes them happy. Routines support children to work together as a group. For example, children listen carefully to staff as they tidy up their room as they prepare for lunch. Staff endeavour to give children a range of opportunities they may not otherwise have access to. For example, children take part in 'bake off' style cooking competitions and learn about special days, such as Remembrance Day.

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

- Staff identify ways in which they can help children achieve new skills through a well-constructed curriculum. They have a strong intent of what they would like children to learn. For example, they focus on children developing their life skills and being confident, independent and ready for the next stage in their learning. All children make good progress.
- Staff understand the importance of supporting children's language. They offer lots of opportunities for children to sing, listen to stories and talk with each other. However, at times staff do not model vocabulary correctly and do not consistently ask questions to extend children's language skills. This means that children's communication skills are not promoted to the highest level.
- Children's individual needs are identified and met. For example, staff liaise with other professionals to ensure children with special educational needs and/or disabilities receive the support they need. Staff work with parents to support children who speak English as an additional language. For example, staff use words from home which help children to settle and feel secure.
- Children have forged strong attachments to staff. Younger children independently approach staff if they are a little upset and older children enjoy humorous exchanges with staff. Staff carefully consider the needs of the children in their care. For example, they spend any additional funding on resources they know children will enjoy. This is implemented well to engage children in learning.

- Partnerships with other professionals are strong. Teachers are invited into the nursery to learn about children's needs as children transition to school. Staff have meaningful partnerships with a range of professionals, such as Portage workers and professionals from social care. This means that staff receive support and guidance from a range of professionals to help children develop.
- Parents are very positive about the care their children receive at the nursery. They appreciate the things that staff do for their children to help them in their learning and development. Staff share information about children's development and promote home learning. For example, they send home resources that parents can use. This allows children's learning to be extended at home.
- Healthy lifestyles are promoted. Staff work closely with parents to support children's developing eating habits and pay close regard to children's allergies and preferences. Children access the outdoor area or the designated soft-play room every day, which supports their physical skills. Children are beginning to understand the importance of leading a healthy lifestyle.
- The management team work well together. They identify areas of development and are working on these. Staff are supported through induction processes, staff meetings and training opportunities. The manager holds supervision meetings with staff but these are not always consistent. This means that some staff are not sure of how they can improve their developing skills.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to safeguard children. There are safeguarding policies and procedures in place. Staff understand the procedures to follow should they be concerned about a child. Leaders work closely with other professionals to help safeguard children's safety and welfare. Leaders follow safer recruitment procedures and ensure all staff are suitable to work with children. A number of safeguarding measures are in place. For example, a camera is fitted to the front door, so all visitors can be viewed before the door is opened. Staff undertake risk assessments. For example, they ensure decked areas are not used in bad weather as children could slip.

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

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

- develop ways to consistently extend children's communication and language, including modelling vocabulary correctly and asking questions to extend children's thinking
- enhance supervisions and the support given to staff, so that they receive consistent coaching to develop and improve their skills for the benefit of children.

## Setting details

<b>Unique reference number</b>	EY446167
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10295466
<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>	73
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Cheeky Cherub's Partnership
<b>Registered person unique reference number</b>	RP531363
<b>Telephone number</b>	01524409409
<b>Date of previous inspection</b>	13 December 2017

## Information about this early years setting

Cheeky Cherubs Nursery registered in 2012 and is privately owned. The nursery employs 11 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, one holds a qualification at level 4, five hold qualifications at level 3, one holds a qualification at level 2 and three staff are undertaking apprenticeships. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Elisia Lee

## 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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The manager and the inspector completed a learning walk together to discuss the curriculum intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views through written comments.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector held three leadership and management meetings with senior managers.

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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