

Inspection of Cherub Childcare Centre

Cherub Nurseries & Pre-Schools Ltd, Lindsey Place, Hull HU4 6AJ

Inspection date: 27 September 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider and nominated individual do not oversee the running of the setting. They lack knowledge and understanding of their roles and responsibilities, which means that the manager receives no guidance and support. The manager does not effectively monitor staff practice. This results in ongoing poor practice that has a significant impact on children's safety. For example, staff who work with babies have received no training in this area. They lack knowledge of current safe sleeping routines and place young babies at the top of the cot on a pillow to sleep, with soother chains still attached to their bibs. Furthermore, staff working with children aged two to three years lay them down to sleep with a bottle in their mouth and they do not effectively supervise their risky play.

Children behave well as they enjoy engaging in a range of hands-on learning experiences. For example, pre-school children have fun finding animals hidden in ice. Their awareness of online safety is promoted through child-friendly stories. However, weaknesses in assessments and planning mean experiences often lack challenge. This results in children not making good enough progress across all areas of learning. Staff do not effectively support children to learn how to keep on trying and to persevere, as they rarely encounter difficulties because activities are often too easy for them.

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

- The manager is working to improve the supervision of staff. While her monitoring of staff has increased, she is not yet evaluating their practice to ensure all areas of weakness are identified. This means staff are not receiving effective coaching, support and training to improve all aspects of their practice, including teaching.
- Babies' early language skills are developing well as they like to participate in singing activities. They actively join in, copying simple actions as staff sing nursery rhymes with them. Staff introduce children aged two to three years to a book and a song each week. This provides children with opportunities to hear lots of new words and develop their communication and literacy skills.
- Children develop their physical skills when playing in the soft-play room and outside. For example, staff encourage children aged two to three to identify colours of small blocks as they line these up across the floor. Staff support children to learn to wait patiently for their turn, encouraging appropriate behaviour.
- Weaknesses in planning for children's next steps are evident across the nursery. Staff working with babies are not always identifying relevant next steps to support their ongoing learning. For example, next steps identified for several babies are to support them to count from one to three. This next step is too

advanced for these young children and this means their learning is not always supported in the right areas by staff. While staff working with children over two identify relevant next steps for most children, these are not effectively linked to planning. This means staff do not know which activities have been planned to support specific children. As a result, activities are often not challenging enough and do not always successfully build on children's prior knowledge and skills.

- Pre-school children are encouraged to sit and to listen during group-time activities. Staff ask questions to promote children's communication skills. However, as children are not always sufficiently challenged, they are not fully benefitting from the learning experiences provided. For example, while children enjoy taking part in activities, they are not supported to develop high levels of concentration and curiosity.
- Some staff are very kind, caring and considerate towards children. They offer comfort and reassurance when children become upset. They hold and cuddle babies to support them to feel emotionally secure. Babies are encouraged to learn to feed themselves and older children's independence is further promoted through opportunities, such as learning to serve their own food and pour their own drinks.
- Parents confirm that their children have settled well into the nursery. However, there are inconsistencies with the sharing of information. This means that parents are not always kept appropriately informed about their children's development. They are also not provided with clear information about how they can continue to support their children's learning at home.
- Improvements to the use of funding ensure children with special educational needs and/or disabilities receive appropriate additional support to meet their individual needs. The manager spends funding appropriately for children in receipt of early years pupil premium. For example, she has purchased resources that help children to know when an activity is coming to an end.

Safeguarding

The arrangements for safeguarding are not effective.

Young children's safety is compromised. Safe sleeping practices are not adopted for babies or for children over the age of two years. Staff are completely unaware of the potential impact on children's well-being from these unsafe practices. Children like to explore their boundaries as they jump off large soft-play blocks into a ball pool. However, staff do not supervise this risky play because they are failing to identify the potential risks to children's safety. Staff knowledge of indicators of abuse, including wider aspects such as domestic abuse, has recently improved. They are aware of the procedures to follow should they have a concern about a child.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure half of all staff working with babies have received training that specifically address the care of babies, with particular regard to safe sleeping practices	16/10/2019
ensure staff take all reasonable steps to ensure children in their care are not exposed to risks and demonstrate how they minimise risk, with particular regard to supervising children during risky play and ensuring two-year-olds do not have bottles in their mouths when sleeping	16/10/2019
ensure effective supervisions are carried out to monitor and evaluate the effectiveness of the manager and staff practice; and provide appropriate coaching and training to promote continuous improvement.	16/10/2019

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff consider the developmental stages of each child and use this information to plan relevant and challenging activities which build on children's prior knowledge and skills across all areas of learning	27/12/2019
ensure staff keep parents more effectively informed about their children's progress, and support parents in guiding their children's development at home.	27/12/2019

Setting details

Unique reference number	509927
Local authority	Kingston Upon Hull City Council
Inspection number	10124715
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	0 to 4
Total number of places	125
Number of children on roll	83
Name of registered person	Cherub Nurseries and Pre Schools Limited
Registered person unique reference number	RP518909
Telephone number	01482 509598
Date of previous inspection	8 January 2019

Information about this early years setting

Cherub Childcare Centre registered in 2007 and is operated by Cherub Nurseries and Pre Schools Limited. The nursery employs 14 members of childcare staff. Of these, 12 members of staff hold appropriate early years qualifications at level 2 and above, including three staff who hold qualifications at level 6. The nursery opens on Monday to Friday from 7am to 6pm, all year round, except bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Melanie Arnold

Jane Tucker

Inspection activities

- The manager explained how staff plan and deliver the early years curriculum in each room when she completed a learning walk with both inspectors.
- The inspectors spoke with staff, children and parents at appropriate times throughout the inspection.
- The manager and inspector carried out a joint observation to evaluate the quality of teaching and the effectiveness of professional development for staff.
- The inspectors held a meeting with the manager.
- The inspectors reviewed relevant documentation during the inspection.

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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