

Inspection of Cherub Nursery

483 Leads Road, Sutton-on-Hull, Hull HU7 4XT

Inspection date: 24 September 2019

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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

Leadership and management of the nursery are inadequate. Significant weaknesses continue to emerge due to ineffective monitoring of staff and the manager's practice. As a consequence, children's well-being, safety and the quality of learning and care they receive are significantly compromised. Children are not promptly assigned a key person when they start or when they move rooms within the nursery. This results in some children remaining upset for extended periods as they do not have a secure person with whom to develop a bond. It also results in staff being unable to support children's learning effectively.

Weaknesses in teaching across the nursery result in children taking part in activities which lack purpose and challenge. For example, during a group activity, pre-school children's focus is quickly lost as the group is too large and the activity is too long. When snack time is mentioned, half of the children completely disengage in the activity, which leads to a disorderly and chaotic environment. Staff report how they are monitoring instances of poor behaviour in the room for two- to three-year-olds and the pre-school room. However, instances of poor behaviour observed during inspection were a result of poorly planned activities which did not challenge the children.

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

- The provider and the nominated individual lack knowledge and understanding of early years practice. They are failing to oversee the running of the provision and the manager is not being given enough support and time to lead and manage the provision. As a result, leaders and managers lack the capacity to identify weaknesses and sustain improvements. Staff do not benefit from coaching and support to help improve the quality of their teaching. This is because the manager is not monitoring their teaching practice effectively, which results in significant weaknesses going unnoticed.
- While some staff work consistently in each room, other staff work across all rooms to ensure adult-to-child ratios are met. This does not enable a stable and secure environment for children's care or learning. The manager has not ensured staff working with babies hold relevant qualifications. Staff within this room report that they sometimes struggle with their responsibilities to ensure children's needs are met.
- When children move on to the next room within the nursery, they are not assigned a new key person quickly enough. Information about children's progress is not initially shared and this means children do not benefit from individualised care and learning to meet their needs.
- Funding for children with special educational needs and/or disabilities (SEND) is not always used appropriately. Staffing is not always organised to ensure

children receive the relevant support they need, which means that these children are not helped to plug the gaps in their development.

- While some information is obtained from parents about their children's interests and prior learning, this is not always seen or used by staff to inform an initial assessment of children's development. Staff report that their assessments of children's progress are not up to date and therefore not accurate. The manager identifies children's next steps in learning for staff. However, this results in next steps not always being accurate or updated quickly enough, and staff do not use these to inform their future planning for each child. This hinders children's progress.
- Staff provide some enjoyable activities for babies to engage in. For example, babies enjoy sensory play such as exploring paint with their hands. However, as children get older, activities often lack purpose and challenge to support their continued progression and development. This results in some instances of children displaying poor behaviour.
- Staff fail to organise and use opportunities as they arise to promote children's learning. For example, children over two years old are encouraged to develop independence as they pour their own drinks and serve their own meals. However, at snack time, children are seated at three different tables and staff provide only one chopping board and knife for children to use. This results in discussions with children being limited as staff rush children to chop their chosen fruit. While pre-school children like to sing familiar nursery rhymes, these are often only used to fill time while children are waiting for their food to arrive. These experiences lack challenge and are not used to support children to explore or to think.

Safeguarding

The arrangements for safeguarding are not effective.

While the manager and staff understand the indicators of abuse and know the procedures to follow if they have concerns about a child, children's overall well-being is not protected. A delay in assigning each child a key person when they first start nursery, results in some children not feeling emotionally safe and secure. While staff try and provide comfort and reassurance for new children, these children remain upset as they are unable to create a bond with an assigned key person. Staff recognise that young children often have access to a range of technology, allowing access to the internet. However, they have failed to consider how to support children to safely use technology.

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
improve staff knowledge of wider safeguarding concerns, in particular supporting children's awareness of online safety	04/10/2019
ensure all children are assigned a key person so that every child's care and learning are tailored to their individual needs	04/10/2019
ensure effective deployment of staff so that children benefit from consistency of staff working with them to meet their individual needs and promote their learning	04/10/2019
ensure at least one member of staff looking after children under two holds a full and relevant qualification at level 3, and at least half of all other staff hold a full and relevant qualification at level 2	04/10/2019
ensure effective supervisions are carried out to monitor the effectiveness of staff and the manager's practice, and provide appropriate support, coaching and training to promote continuous improvement	04/10/2019
ensure arrangements are in place to support children with SEND, including using funding appropriately to provide additional support to meet children's individual needs.	04/10/2019

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

	Due date
ensure staff consider the individual needs, interests and stages of development of each child and use this information to plan challenging activities to support all areas of learning	20/12/2019

ensure each area of learning and development is implemented through purposeful play experiences which support children to explore, to think about problems and to relate to others	20/12/2019
ensure staff monitor children's progress effectively from their starting points, using ongoing observations to identify their current levels of achievements.	20/12/2019

Setting details

Unique reference number	509929
Local authority	Kingston Upon Hull City Council
Inspection number	10115534
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	66
Number of children on roll	77
Name of registered person	Cherub Nurseries and Pre Schools Limited
Registered person unique reference number	RP518909
Telephone number	01482 820756
Date of previous inspection	5 December 2018

Information about this early years setting

Cherub Nursery registered in 1993 and is operated by Cherub Nurseries and Pre-Schools Limited. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Melanie Arnold

Dawn Woodhouse-Wykes

Inspection activities

- The manager completed a learning walk with the inspectors, explaining how staff throughout the nursery organise and support children's learning.
- The inspectors held a meeting with the manager and observed staff practice throughout the nursery. They also spoke with staff, children and parents at appropriate times during the inspection.
- The inspectors sampled a range of documents during the inspection, including staff suitability checks.
- One of the inspectors and the manager jointly evaluated staff teaching practice during activities being delivered in the room for two- to three-year-olds.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019