

Inspection of Cherubz Daycare Paulsgrove

Paulsgrove Community Centre, Marsden Road, Portsmouth PO6 4JB

Inspection date: 8 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children receive a warm and friendly welcome from staff as they arrive. They confidently wave to their parents and excitedly join in with games. Children have close relationships with staff. They cuddle with them and have discussions about the nursery routine. Children feel safe and show excitement as they begin their day.

Children show interest and focus during their activities. For example, they play imaginatively and set up a make-believe café. Children use available resources to practise their writing skills. They make marks on paper and copy different words from a menu. Staff extend children's understanding by discussing the letters they are forming. Children are engaged and demonstrate highly positive attitudes to learning.

Leaders are passionate and devoted. They create an ambitious curriculum that provides children with a wealth of experiences. Leaders consider all areas of learning and design an environment that precisely targets children's needs. For example, leaders recognise the importance of teaching children about health and active lifestyles. They provide children with access to a large garden with equipment to support the development of gross motor movements. They run, jump and swing with joy and enthusiasm. Children build strong physical skills.

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

- Staff provide children with plenty of opportunities to develop their communication skills. For example, staff engage closely with young babies during play. Staff describe the different-coloured shapes and express the words clearly to them. Babies enjoy this interaction as they babble and giggle with excitement. Furthermore, older children use words such as 'subitise' and 'phonics' as they discuss elements of their daily learning. Children gain knowledge to support their future education.
- Leaders and staff act with integrity to ensure that all children have full access to their early education entitlement. Where children have special educational needs and/or disabilities (SEND), staff act quickly and efficiently to provide support. They work closely with other professionals. For example, they engage with medical specialists and occupational therapists to implement individual plans. Through this, all children are supported in achieving the very best outcomes.
- Literacy skills are promoted well. Children enjoy a wide range of stories throughout the nursery. Staff engage children as they enthusiastically read to them. Older children listen intently and competently respond to comprehension questions from staff. Furthermore, children thoroughly enjoy music, movement and rhyme activities. Children actively participate in their learning and activities.

- Overall, children behave well. They share toys kindly together and use sand timers to take turns on the swing. However, staff implement some rules and behavioural expectations inconsistently. This means that, at times, children do not consistently learn or understand rules and therefore do not always follow them.
- Parents discuss the high level of support they receive from the nursery. They explain how leaders go above and beyond to provide advice and guidance to their families. Parents explain how they are kept informed about their child's learning. Staff do this by communicating frequently about children's progress and next steps. Parent partnerships are strong and effective.
- Children receive support to learn about their bodies and personal health. Staff work with local dental health professionals to implement a tooth brushing programme. Furthermore, staff implement cookery classes for children. They focus on preparation of healthy nutritious foods and encourage children to consider the meaning of a balanced diet. Children's understanding of a healthy lifestyle is increased.
- At times, staff do not promptly risk assess their rooms and recognise potential hazards as they arise. This means staff are not consistently aware of when they must act to assess and remove risks. However, overall, staff do receive plenty of opportunities to extend their professional knowledge and skills. Leaders implement a rigorous induction and ongoing training programme. This means that teaching standards are consistently monitored and raised for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- communicate behavioural expectations consistently to children
- provide training to support staff to recognise and remove risks promptly.

Setting details

Unique reference number	2697654
Local authority	Portsmouth
Inspection number	10367284
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	58
Name of registered person	Cherubz Daycare Ltd
Registered person unique reference number	2504019
Telephone number	07402003044
Date of previous inspection	Not applicable

Information about this early years setting

Cherubz Daycare Paulsgrove is located in Portsmouth. The setting is open Monday to Friday, from 7.30am to 6pm, for most of the year. There are 18 members of staff, 15 of whom have relevant qualifications from levels 2 to 6. The setting provides government funded early education to eligible children between the ages of 9-months-old and four-years-old.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.

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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