

Inspection of Cherubs Ilkeston

1 Mundy Street, Ilkeston DE7 8DH

Inspection date: 20 June 2025

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 enthusiastically settle into the activities that staff have organised for them. They are encouraged to be independent from a young age. Babies are supported to feed themselves, and toddlers serve their own lunch and pour their own drinks. Staff have a strong knowledge of children's interests and abilities. They use this information to plan activities that support children's development. For example, children enjoy smelling lavender and develop the muscles in their hands as they poke the stems into dough.

Children demonstrate a positive attitude to learning. They can freely choose what activities they want to take part in and they happily engage in these experiences. For example, children eagerly complete jigsaws and skilfully manipulate the pieces until they are the right way round to fit into the spaces. Staff encourage children to build relationships as they take turns during their play with their friends. Babies build close attachments to the staff, and play cooperatively alongside their peers.

Children have access to a secure outdoor area all day and staff plan time outside for babies to enjoy fresh air daily. Children have space to practise their physical skills. They are supported to ride tricycles and climb steps before sliding down the slide.

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

- Staff demonstrate that they understand how children learn through a well-organised curriculum. They monitor and assess children's progress to identify what they need to learn next. Staff use children's interests to plan activities. For example, children examine and talk about dinosaurs and make dinosaur foot prints in play dough. However, on occasions, staff do not provide sufficient challenge to maximise opportunities for all children to extend their learning.
- Staff model good language skills. They use lots of descriptive words to develop children's vocabulary. Younger children enjoy taking part in singing and joining in with action songs and staff introduce them to new vocabulary. However, staff do not always support children to use language themselves during some activities, to fully promote children's conversational skills.
- Children benefit from a vast range of experiences that promote their physical development. Staff encourage babies to reach for toys as they learn to crawl and walk. They arrange the environment with low-level furniture to encourage babies to pull themselves up to standing. Older children balance and climb outside and develop their hand muscles as staff encourage them to use mark-making resources to draw pictures of fruit from a favourite story.
- Children are developing their literacy skills from a young age. Toddlers seek out staff to read stories to them. They find their favourite books independently due

to the layout of the room and concentrate for sustained periods of time. Babies snuggle up on their key person's knee. They point to pictures and engage in back-and-forth interactions.

- Staff set clear routines and boundaries so that children learn what is expected of them. This is reflected in children's positive attitudes to learning. For instance, they show pride in painting pictures of sunflowers. Children are kind and considerate of their peers. They learn to take turns with equipment. Staff talk to children about how they are feeling and support them in understanding a sense of what is right and wrong.
- Partnership with parents is strong. Children's development is shared with each individual parent, and staff provide them with ideas of play experiences that they can provide at home. For example, staff encourage children to choose books from the lending library, and have activity packs to loan to parents. This helps parents to continue their child's learning at home.
- Staff are aware of children's early experiences and provide opportunities children may not otherwise have access to. For example, staff provide children with access to the garden area in all weathers. Children learn about the world around them as they plant flowers and take care of them, such as filling their own watering cans to water the new plants.
- The staff team are passionate about the support they offer children and their families. They work well together to create a calm and efficiently run nursery, where children are happy and make good progress. Staff are supported well through supervision and new staff receive thorough inductions.

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:

- strengthen the implementation of activities to ensure all children are fully engaged and their learning is challenged
- develop children's communication skills further, supporting and encouraging them to engage in high-quality interactions.

Setting details

Unique reference number	2800053
Local authority	Derbyshire
Inspection number	10409530
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	78
Number of children on roll	89
Name of registered person	Glosscalm Properties Limited
Registered person unique reference number	RP906852
Telephone number	01157044780
Date of previous inspection	Not applicable

Information about this early years setting

Cherubs Ilkeston nursery registered in 2024 and is situated in Ilkeston, Derbyshire. The nursery employs 14 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 with early years professional status, three at level 3 and four at level 2. The nursery is open Monday to Friday from 7.30am until 6pm all year round. The nursery provides places for children in receipt of government funding.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- The manager talked to the inspector about activities provided at the nursery to share what the staff provide and how this assists children in their learning and development.
- The quality of interactions during activities was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with management, staff, parents and the children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff.

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 2025