

Inspection of Partou Cherubs Day Nursery & Pre-School

83 Broad Road, Sale M33 2EU

Inspection date: 7 July 2025

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

The nursery is having ongoing staffing issues, which impacts on the quality of the provision. Children are not always supported by staff who know them best, compromising children's well-being. Poor staff deployment at the nursery means that children's needs are not being consistently met. Children with special educational needs and/or disabilities (SEND) do not access an ambitious curriculum that helps them to progress across the areas of learning. Although staff know children's individual targets, they do not implement them into their routines. This does not help children to progress in their learning.

Leaders have systems in place to provide staff with training opportunities. However, there are gaps in staff knowledge and understanding of their roles and responsibilities. Staff do not consistently manage children's behaviour in a way that helps them understand the consequences of their actions. Children do not always demonstrate a positive attitude to their learning and the environment can become disorganised. Additionally, hygiene practices are poorly implemented. This impacts negatively on children's health.

Staff are caring towards children. They recognise when children are upset, and they offer cuddles for reassurance. Staff provide an environment to support children's interests, which helps children to settle. Children have daily opportunities to play outdoors. Older children join in with group games together and explore minibeasts in the garden. Younger children work together to roll the balls down the ramps and learn how to roll the dough. This supports children's social development.

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

- Staff deployment does not always ensure that children's needs are consistently met. Children are not always adequately supervised. For example, staff often leave the room to complete tasks during mealtimes, leaving one staff member with the remaining children. This means staff spend time watching all children rather than engaging them in meaningful experiences and some children become disruptive. Furthermore, some children are supported by newer staff, who are unsure of the curriculum and children's individual needs. The poor deployment of staff leads to inconsistencies in practice.
- The arrangements in place to support children with SEND are not sufficient. Children with SEND do not access an ambitious curriculum. Staff know the individual targets for children with SEND but these targets are not implemented. In addition, specialist equipment that should be provided for children is not used. Furthermore, the one-to-one support is not a consistent person. This does not support children with SEND to make good progress in their learning or

develop a secure and settled relationship with their one-to-one support person.

- Leaders provide staff with training opportunities and supervision meetings. However, these are not used effectively to improve staff's practice across the provision. Staff do not always follow the policies of the setting. For example, staff leave gates open on the stairs, and do not always wipe tables before mealtimes. This means leaders often have to step in to rectify actions and risks posed to children. Leaders have a limited focus on identifying weaknesses in individual staff's practice. Consequently, there are significant weaknesses in the quality of education and care that children receive.
- Leaders have not made sure that staff understand how to consistently support children's behaviour in an effective way. Staff do not know how to manage some situations. For example, during mealtimes, some children become disruptive as they wait for long periods of time for their food. When children tell the staff member about other children's behaviours, this is not dealt with. In addition, children throw toys over fences and do not always share with their friends. Staff do not explain why that behaviour is not acceptable. This does not help children to understand their actions and determine what is right and wrong.
- Hygiene practices are poor and inconsistent. Staff encourage pre-school children to wash their hands before mealtimes, but this is not followed through for younger children. For example, younger children are offered face wipes instead, and often play with resources before eating snack, increasing the risk of cross-infection. Younger children often wander round with runny noses. On the odd occasion where staff do recognise the children's noses need wiping, staff do not wash their hands afterwards. This does not support children's overall good health and well-being.
- Staff support children's communication and language skills. Children sing songs and try to join in with the actions. This supports them to develop an understanding of rhythm and rhyme. Children listen to staff who read stories, they learn words such as 'trotters' and 'puddles'. This helps to broaden children's vocabulary.
- Staff make parents aware of their child's key person. They offer parents a lending library to share and read books at home and provide parents' evenings, where they share information on children's development. This helps parents to support learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
ensure staffing arrangements meet the needs of all children through effective supervision	04/08/2025
implement effective procedures to support children with SEND	04/08/2025
implement effective procedures for staff supervision, coaching and mentoring to help them understand their roles and responsibilities and improve the quality of education for all children	04/08/2025
support staff to develop strategies to support, understand and manage children's behaviour in an appropriate way	04/08/2025
promote children's good health, including through effective hygiene practices.	04/08/2025

Setting details

Unique reference number	EY551204
Local authority	Trafford
Inspection number	10410687
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	1 to 5
Total number of places	77
Number of children on roll	127
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Telephone number	0161 969 5075
Date of previous inspection	16 March 2020

Information about this early years setting

Partou Cherubs Day Nursery & Pre-School registered in 2017. It is situated in the Sale area of Manchester. The nursery employs 17 members of staff. Of these, 12 hold appropriate childcare qualifications at level 2 and above. Three members of staff are completing apprenticeships and two members of staff are unqualified. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. The nursery provides government funded childcare.

Information about this inspection

Inspector

Danielle McEwan

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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