

Inspection of Cherubs Pre School

Linton Village Hall, Linton Hill, Linton, MAIDSTONE, Kent ME17 4AW

Inspection date:

3 December 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children of all ages and abilities are incredibly confident, settled and happy in the stimulating and motivating setting. Children are warmly welcomed and are very excited to be there. The extremely dedicated staff have an outstanding knowledge of how to implement their curriculum effectively to instil a fascination for learning in all children. Children are incredibly enthusiastic to join in the highly challenging and motivating activities staff carefully plan for them. For example, staff teach children about the extensive range of dinosaur names. Children explore dinosaurs in ice. They go on to learn about the concepts of 'evaporation' and 'solidifying' and use these mature terms accurately in context.

Children are extremely intrigued by nature and birds. Staff build on this admirably. For instance, they organise an owl to be brought into the setting. Children learn about different types of owls and facts about them. Children are very confident to tell their friends what they have been taught. This includes knowing that owls' ears are openings on their heads hidden under their feathers. Learning is recapped constantly in a highly skilful way. Therefore, all children retain extremely good knowledge to support their excellent progress.

All staff are wonderful role models. Children's behaviour is impeccable and they are incredibly polite. They have excellent levels of empathy and kindness. For example, children check on the welfare of their friends, making sure they have had their snack so they are not hungry. Children gain an excellent understanding of the importance of healthy lifestyles. For instance, they discuss the importance of being mindful of the sugar content of food and what impact this can have on their teeth. Children have fantastic opportunities to challenge their physical skills. They negotiate more complicated equipment safely, such as climbing walls and ladders.

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

- The highly-qualified, experienced staff team is extremely dedicated to fulfilling its role of teaching children new skills. Children have an extremely positive attitude towards their learning. For example, even the youngest children have a 'can-do' approach to new experiences. Children are very resilient and persist at a task until they achieve what they set out to do.
- Staff have extremely high expectations of children, and all children make outstanding progress. This includes those who speak English as an additional language and those with special educational needs and/or disabilities (SEND).
- All staff, including managers, support children with SEND exceptionally well. They have excellent links with outside agencies to ensure they implement beneficial and consistent strategies into the setting. For example, this includes 'wow bag' activities to help retain all children's attention and build on their

concentration and listening skills. Staff attend specific training to ensure they have the highest understanding to support all individual children. This helps staff to rapidly narrow gaps, and all children exceed expectations.

- The managers and staff establish incredibly positive relationships with children. They get to know their individual personalities and what makes them unique extremely well. Children remain inspired to explore and learn in the secure knowledge they are in a safe and trusting environment. The relationships between staff and children are admirable.
- The managers and staff establish extremely positive partnerships with parents and keep them incredibly well informed about their children's learning. For example, staff share the setting's plans and encourage parents to add to them where they feel it would be beneficial. Staff routinely share training with parents, such as how to keep children safe online and how to manage separation anxiety.
- Staff support all children to become extremely confident in communicating their thoughts and ideas. They have an extremely language-rich environment. Children learn new words daily. For instance, children talk about items being 'transparent' and owls being 'nocturnal'.
- Staff support children to gain an outstanding level of respect and understanding of other people from around the world. For example, they learn about traditions of others, such as Romany travelling communities, and children are fascinated as they learn about their lifestyle. Children learn about traditions of other countries, such as the Hungarian doughnut festival. Children explore food from around the world, such as a Japanese goya fruit, and they learn greetings in a wide range of languages, including Polish and Japanese.
- Managers and staff access incredibly beneficial professional development opportunities to support them to build on their already vast range of skills and knowledge. For instance, they have learned about the different ways to support all children to manage their mental health. The managers highlight they would like to continue to upskill staff to enhance the already excellent opportunities children have to develop their mathematical skills
- All staff evaluate their practice together exceptionally well. They regularly observe each other teaching and interacting with children. They use feedback to set highly challenging targets to further enhance their performance. Staff include children and parents in the process. For example, staff ask parents to reflect on their practice and make helpful suggestions of where they feel they could develop further. Staff ask children daily what they have learned from the activities and what they would like to add to the activity plans. The setting provides a very holistic approach to learning.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY246080
Local authority	Kent
Inspection number	10367280
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	67
Name of registered person	Fox, Cindy Jo
Registered person unique reference number	RP513766
Telephone number	07947776140
Date of previous inspection	1 February 2019

Information about this early years setting

Cherubs Pre School registered in 2003. It is located in Linton, Maidstone, Kent. The setting is open Monday to Friday, from 9am until 3pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs six members of staff, all of whom hold relevant early years qualification at level 3 and above. This includes one member of staff who holds a relevant early years qualification at level 5 and one who has early years teachers status.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the deputy manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- The managers shared written documentation for the inspector to review. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the managers, children, parents and staff at convenient times and considered their views.
- The deputy manager and inspector carried out a joint observation of a planned group time focusing on supporting children to develop their mathematical language.

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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