

Cheeky Cherubs Day Nursery

307 Battersea Park Road, London, SW11 4LX

Inspection date

Previous inspection date

23/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children benefit from the small size of the nursery and get to know each other well. They enjoy coming to the nursery and spending time with their friends.
- Staff plan a suitable variety of activities and experiences that children enjoy.
- Older children show good levels of confidence and independence at the nursery.
- Staff work closely in partnership with parents and keep them well informed.

It is not yet good because

- Medication records are not always in place as required by the requirements set out in the Statutory framework for the Early Years Foundation Stage.
- The provider and staff do not currently plan a wide range of challenging outdoor activities to support children's learning.
- Resources in the rooms for younger children are not always effectively organised.
- Robust systems for monitoring and evaluating the quality of the nursery are not yet in place.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children taking part in indoor activities and accompanied children and staff on a local walk.
- The inspector had discussions with the manager and staff.
- The inspector sampled records including staff qualifications and suitability records, policies and procedures, children's files and planning.
- The inspector spoke to parents at the setting and took account of their views.
- The inspector took part in a joint observation with the manager.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

Cheeky Cherubs Day Nursery registered in 2013 and is privately owned. It operates from premises on the Doddington and Rollo Estate in situated in Battersea, within the London Borough of Wandsworth. Children have access to three playrooms. There is no outdoor play area attached to the building. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 7.30am to 6pm all year round. There are currently 17 children in the early years age range on roll. The nursery receives funding for the provision of free early education to children aged three and four years. It supports children with English as an additional language. There are eight staff who work at the nursery. One member of staff holds Early Years Professional Status. There are four staff who have relevant level 3 qualifications including the manager. Two staff have qualifications at level 2 and one staff member is currently working towards a qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that prior written consent is always in place before any medicine is administered to children and that staff consistently follow procedures for keeping records of medicine given.

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

- improve planning for outdoor play to ensure that children take part in a varied range of interesting and challenging outdoor experiences
- review the organisation of resources in the rooms for children under two years to ensure there is sufficient space to play and opportunities for children to select resources for themselves
- extend the system for monitoring and evaluating the nursery in order to ensure areas for improvement are promptly identified and to drive continual development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff welcome all children into the nursery. They ask parents to fill in detailed 'all about me' forms before children start. This helps staff to be familiar with all children's backgrounds, starting points and needs. Consequently, staff know children and well and provide appropriate care. Staff make regular observations of children's achievements and plan a varied range of activities and experiences for children across all areas of the curriculum. This helps children make steady progress in their learning. Staff talk to parents every day and provide written feedback that includes details of activities, routines and meals. They invite parents to review meetings each term where they discuss their child's progress and next steps. This helps involve parents in their child's learning.

Staff teach children a variety of useful skills that prepare them appropriately for the next stage of learning or for school. They encourage children to be independent and do things for themselves, such as serving their own fruit, washing their hands or helping tidy away the toys. Staff promote children's language development effectively when they talk to them as they play. They sing with younger children and encourage older children to join in conversations. All children enjoy songs and stories, especially when staff use different voices for the characters in the book. Children listen attentively and remember familiar words and phrases. Staff support children who are learning English as an additional language appropriately by finding out key words that they use at home and using these at the nursery where appropriate. Staff encourage children's understanding of size and capacity as they play in the water and they count with them as they play. Children enjoy painting and drawing and staff encourage them to use their imagination and express their own ideas. They help children explore colour when they encourage them to mix the blue and green paint and see what happens. Younger children experiment with flour in a tray, feeling it with their fingers.

Children learn about the world around them during a local walk and are excited to see a squirrel in a tree. Staff make sure that children go on outings each day as the nursery does not have an outdoor play area. However, although these outings support children's physical skills well, staff do not plan outdoor activities around the next steps for children's learning in the same way they do for indoor play. This means children do not always take part in a broad range of outdoor experiences that build on their skills and offer them challenges. For example, opportunities to explore and investigate outdoors or to be creative, build and construct on a large scale or to use their imaginations.

The contribution of the early years provision to the well-being of children

Children come in to the nursery happily and settle quickly. They have secure relationships with staff and each other and greet other children, staff and the manager warmly and enthusiastically as they arrive. The key person system helps children make secure relationships when they start. Staff make sure they follow younger children's familiar home routines, which promotes children's emotional and physical well-being. Staff are warm and caring towards the children and children respond well to their calm approach. Staff gently remind children of the rules and expectations and offer them appropriate guidance and praise. Children quickly become familiar with routines at the nursery, such as for meal times and tidying up. They listen attentively at circle time and are well

behaved during a local walk.

The nursery is welcoming and suitably maintained. The pre-school room is appropriately organised with a suitable variety of resources accessible that children can select for themselves. This supports children's growing confidence and independence. However, rooms for younger children are more crowded and cluttered and play materials are not as well organised, which affects children's choice and independence in these rooms.

Staff make daily risk assessments of the nursery and ensure appropriate precautions are in place so that children can play safely. For example, covers have been fitted to heaters in the playroom. They supervise children vigilantly, for instance when they use the bathroom and while they are sleeping. They make sure they risk assess any outings by visiting beforehand to make sure the area is safe. They help children learn about risks and keeping themselves safe when they talk to them about why they need to hold hands with staff when they go out and show them how to cross the road safely. Children take part in regular fire drills so that everyone knows what to do in an emergency.

Staff promote children's health effectively. They make sure that toilet roll, liquid soap and paper towels are available for children to use in the bathroom. They follow careful procedures for changing nappies, such as wearing gloves, to help reduce the risk of cross-contamination. Children learn to manage their own personal needs when they wash their hands before they eat. Children benefit from well-balanced meals and snacks that are freshly prepared on the premises. They enjoy a selection of fresh fruit for a snack and chicken, roast potatoes and vegetables at lunch time. Children go out every day as part of a healthy lifestyle and benefit from the fresh air and exercise. They practise their physical skills at the park, where they can run around, play ball games and have a turn on the climbing frame.

The effectiveness of the leadership and management of the early years provision

Children's welfare is safeguarded appropriately. Effective arrangements are in place to ensure staff are vetted, have relevant qualifications and are suitable to work with children. A clear child protection policy is in place and staff are familiar with the procedures to follow if they have concerns about a child. The manager has attended relevant safeguarding training in the past and attends refresher courses as necessary.

Most required documentation is in place including policies and procedures, attendance records and records of accidents. There is a system in place for keeping records of any medicine administered including written consent from parents; however, staff do not always follow this procedure consistently. This means that although staff only give medicine with parents' knowledge and verbal consent, some required medicine records are missing. This is a breach of requirements. There are satisfactory systems for induction so that staff are familiar with their roles and responsibilities. The manager monitors staff performance through supervision sessions, staff meetings and appraisals. She encourages staff to gain further qualifications. This ensures that the staff team is appropriately

supported.

The manager is committed to continually developing the nursery. She makes appropriate use of guidance and advice from local authority advisors to make changes that improve outcomes for children. For instance, new resources and equipment have been ordered to further extend children's learning experiences. She also seeks feedback from parents and welcomes their ideas and suggestions for improvement. However, robust systems for monitoring and evaluating the nursery are not yet fully. Therefore, the drive for ongoing improvement and to ensure areas for development are quickly identified and addressed is not fully effective. For instance, weaknesses in record keeping for medicine had not been identified and staff are not currently involved in room reviews and the development of action plans. Staff have a suitable understanding of the learning and development requirements. They support children's learning appropriately by planning a variety of activities across all areas of learning, although they have not yet fully developed planning for outdoor play. Staff monitor children's progress closely, for instance using tracking sheets.

Staff have positive relationships with parents. Parents comment on the open, friendly staff team and say they feel their child is safe and well cared for. They say that their children are happy at the nursery and they are pleased with their progress. Parents have access to a variety of information about the nursery including policies and procedures and a nursery website. Staff are also aware of the benefits of working in partnership with other early years settings that children attend where this applies.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a record of any medicine administered to any child who is cared for on the premises, together with a record of a parent's consent (compulsory part of the Childcare Register)
- keep a record of any medicine administered to any child who is cared for on the premises, together with a record of a parent's consent (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY470624
Local authority	Wandsworth
Inspection number	971419
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	17
Name of provider	Cheeky Cherubs Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07864 761977

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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