

# Cherubins Day Nursery

48 Palace Road, LONDON, SW2 3NJ

<b>Inspection date</b>	06/01/2015
Previous inspection date	09/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Management and staff use a thorough system of planning and monitoring to target individual needs of children.
- Management have a robust system of recruiting and they ensure that all staff continue to be suitable. This keeps children safe.
- Staff and management share in an extensive system of policies and procedures and maintain a safe and welcoming environment for all children.
- Management use a variety of strategies to engage parent and outside expertise in each child's learning and development.
- Management continuously evaluate provision to target improvement for good outcomes for all children.

### It is not yet outstanding because

- Staff do not always support children to enhance their communication skills.
- Staff do not fully support children growing independence in readiness for school.

## 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 care routines and learning of all children both in and outdoors.
- The inspector jointly observed an activity with the provider.  
The inspector sample a range of policies and procedures including children's learning records, staff's planning and assessment document. She also viewed
- Disclosure and Barring Service checks and staff qualifications and looked at therecruitment process.
- The inspector interviewed the setting's special educational needs co-ordinator.
- The inspector spoke with children, parents and staff.

## Inspector

Alberta Minta-Jacobs

## Full report

### Information about the setting

Cherubins Day Nursery is a privately owned nursery and out-of-school care provision. It opened in 2004 and re-registered in 2008 and operates from nine separate rooms according to age, and includes a purpose-built garden room which is used for the out-of-school club. The nursery operates from a detached grade II listed building situated on a residential road in Streatham Hill, in the London borough of Lambeth. The hours of opening are Monday to Friday for 51 weeks a year from 7.30am to 7pm. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 120 children aged from birth to under five years on roll and eight older children attend the out-of-school provision. The nursery currently supports children with special educational needs and/or disabilities along with a number of children who speak English as an additional language. Children come from the local and surrounding areas. The nursery employs 37 staff, of whom all but two hold appropriate early years qualifications. The nursery receives support from the local authority Early Years team.

### What the setting needs to do to improve further

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

- continue to support all children in developing communication skills to support the next steps in their learning
  
- further support children's growing independence in readiness for school.

### Inspection judgements

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

Staff observe children's interests and style of learning through planned and spontaneous activities. As a result, they plan to meet the individual needs of each child well using age appropriate activities. They engage and motivate children through challenging and carefully planned activities in all areas of learning. They focus on personal and social, communication and language and physical development for younger children. Therefore, children are developing the curiosity and capacity to acquire skills needed for their next step in their learning. However, staff do not always enhance children's communication skills. For example, they do not always model the correct pronunciation of the spoken language. They say 'veggie' for vegetables, 'bombom' for bottom. This does not fully support children's emerging language. Staff support older children in gaining literacy, mathematical and creative skills and developing a good understanding of the world. They engage and extend children's learning through skilful questioning. This helps children to

thinks clearly about what they are doing and make links in their learning.

Staff support children to develop independence through the care routines. Staff in the baby and toddler rooms encourage and support to feed and serve themselves independently as well as pour water out of a jug. However, staff in the pre-school do not always encourage children to serve themselves during snack and lunchtime. As a result, children are not fully developing the independence they need in readiness for school.

Staff effectively monitor the progress all children are making including those who have special educational needs. They engage external agencies to support the learning and development of all children. Staff also complete the required assessment for children aged two years. All children are making good progress from their starting point because staff use their knowledge of how children learn, interest and style of learning very well.

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

Staff support children's well-being effectively due to a secure key-person system. They provide support for each child during play helping them to form secure relationship with each other. For example, key persons engage children in their play providing commentary of what they are doing. They provide prompts to encourage children to play co-operatively with other children. Key person helps babies to settle well into the group quickly. They provide cuddles, reassurance and comfort to calm babies who are upset.

Staff promotes children personal hygiene and good health through encouraging them to wash their hands regularly throughout the day. Staff encourage and prompt older toddlers and pre-school children to manage their personal hygiene independently. While staff in the baby and toddler rooms monitor their personal needs closely. Staff encourage babies and toddlers to rest after lunch in a separate room and on sleep mats respectively. They monitor children closely and keep records, in order to keep parents informed.

All children have access to outdoor garden and fresh air daily while they are at the nursery. This helps to develop their physical well-being. Staff encourage pre-school children to drink from the water fountain the garden. This helps children to make a healthy choice.

Staff support children to behave well through carefully planned activities to enhance their personal, social and emotional development. Staff also use effective behaviour management strategies. They provide gentle prompts to help children to behave well and act as positive role models by saying 'thank you and please'.

Staff support children to develop strategies of keeping themselves safe. For example, staff remind toddlers that 'crayons are for drawing'. Staff ensure that children are emotionally prepared for their next stage in their development. This is as a result of the carefully planned out strategies adopted by the staff.

### **The effectiveness of the leadership and management of the early years**

**provision**

Leaders and managers demonstrate their commitment in fulfilling their responsibility in delivering of the educational programme. Management maintain a close overview through effective monitoring of children's learning and development through a thorough online tracking system. This enables them to quickly identify groups of children whose achievement is less than expected and to take swift action to reduce the learning gaps.

This is underpinned by their knowledge in the welfare and safeguarding requirement of the Early Years Foundation Stage. Extensive safeguarding policies and procedures are in place. Management adapt a robust system of recruitment. As a result, all staff in regular contact with children are suitable. Hence promoting the safety and well-being of all children.

Management support trainee staff through mentoring by an experienced practitioner. As a result, trainee staff feel confident to care for children and promote their learning. Leaders and managers continue to maintain the quality of the staff team. This is supported through the provision of a range of courses through the Local Authority and in-house training. Management make regular observations of staff to keep an overview of their practice. They offer feedback to staff at the end of each observation. This identifies good practices and provides support and/or training for staff where practice is less strong.

Partnerships with parents are positive. Management seek the involvement of parents through a number of strategies. This supports the learning and development of each child. For example, staff arrange meetings with parents and outside agencies to support children's learning. Management use a robust system of self-evaluation. They use this to effectively target improvement plans for aspects of the provision and to drive improvement for better outcomes for children.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY379922
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	974683
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	107
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Cherubins Day Nursery Limited
<b>Date of previous inspection</b>	09/01/2014
<b>Telephone number</b>	0208 6713256

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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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