

# Cheeky Cherubs Day Nursery

307 Battersea Park Road, London, SW11 4LX



**Inspection date** 20 April 2015  
Previous inspection date 23 April 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The setting does not ensure that a named deputy manager is in place in the absence of the manager, as required.
- Risk assessments are not suitably robust to ensure that staff consistently adhere to procedures, such as ensuring the kitchen door is always secure. Staff are not consistent in their approach to raising children's awareness of safety, particularly when they go on outings.
- The quality of teaching is variable. The approach to teaching mathematics, by some staff, inhibits children's understanding of how numbers help them to solve problems.
- Strategies to engage parents in their children's learning are not always successful. Consequently, partnerships with parents do not consistently support children's learning.
- The present methods of self-evaluation are not fully effective in monitoring the strengths of the nursery and focusing on areas for improvement.

### It has the following strengths

- Children enter confidently and greet their friends and staff, showing good social skills.
- Staff constantly sing and interact with children, which supports their speaking. Topics, such as making spiders from stories, help children relate to, and enjoy, books.
- Staff have a sound understanding of the procedures to make a referral if they have a concern about a child's welfare.
- Staff develop relationships with other professionals to support children's individual needs.

## What the setting needs to do to improve further

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

- ensure that there is a named deputy who is capable and qualified to take charge in the manager's absence
- review risk assessments with regard to children's access to the kitchen and raising children's awareness of safety when going on outings.

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

- support children 's learning of mathematics by providing them with more practical activities during play, before progressing them to more advanced stages
- develop more effective ways of sharing information about children's next steps in their development and progress with parents to support children's learning at home
- make better use of ongoing self-evaluation to monitor and address weaknesses.

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

- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed activities and the quality of teaching in two of the children's rooms, and went on an outing with the children and staff to the playground.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection and held meetings with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff and the manager's procedures for self-evaluation.

## Inspector

Gill Cubitt

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The educational programmes cover the seven areas of learning and appropriately support children's learning in the prime areas. However, the teaching methods are variable, which means that not all children make good progress. For example, staff promote children's communication well but the teaching for mathematics is weak. Staff expectations for older children are sometimes too high, for example, they are expected to recognise and write numbers. Although children count during singing activities, they do not understand how to use numbers in a practical way. Children observe shapes, but staff do not extend conversations effectively to raise their awareness of different shapes in their environment. Staff complete suitable assessments and reviews on children's learning and sometimes share these with parents. However, information about how parents can best support their children's learning at home is not fully established.

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

The key person for each child supports their settling in well and children are confident in their surroundings. Staff complete risk assessments and children are protected in a secure environment, where visitors are checked. However, on occasion, staff overlook safety measures, such as the security of the kitchen door to prevent access for children. In addition, staff do not teach children how to be aware of safety on outings. For example, they do not discuss road safety. Children benefit from healthy diets and regular exercise. Staff are positive role models for behaviour and encourage children's overall personal hygiene and independence, which supports children as they move on to school.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The requirements regarding staffing are not met because there is no named deputy. However, the manager's recruitment methods and staff vetting ensure that the suitability of staff to work with children is checked thoroughly. She carries out staff supervision and holds meetings to give staff support. Staff receive some training, which underpins their knowledge of child protection. Monitoring of the delivery of educational programmes is improving although there are some gaps in children's learning because the manager is not rigorously evaluating the effectiveness of teaching. The setting is working effectively in partnership with the local authority advisor. The manager has addressed the actions from the last inspection and is receiving support to help improve the setting's self-evaluation and overall practice.

## Setting details

<b>Unique reference number</b>	EY470624
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	1010989
<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>	26
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Cheeky Cherubs Day Nursery Ltd
<b>Date of previous inspection</b>	23 April 2014
<b>Telephone number</b>	07864 761977

Cheeky Cherubs Day Nursery registered in 2013. It operates from premises situated in Battersea, within the London Borough of Wandsworth. It is open from 7.30am to 6pm, all year round, excluding public holidays. A team of five staff work at the nursery, including the manager. Of these, three hold relevant qualifications at level 2 and level 3.

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