

Cherubins Day Nursery Ltd

48 Palace Road, LONDON SW2 3NJ



Inspection date	19 September 2018
Previous inspection date	22 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Staff teach children the importance of listening to others and sharing resources. They remind children to use 'kind hands' as they play. Children behave well.
- The manager reviews staff practice effectively. Recent training has helped staff with how they use the outdoor areas to further support and extend children's mathematical learning and development.
- Staff gather the views of parents and use these effectively to shape the service they provide. Parents recently suggested that they wanted more information shared with them when children move between rooms and other settings. Staff now give parents detailed information about what to expect when children move to schools, helping children to be prepared for the next stage of their learning.
- Staff provide good-quality activities, helping children to progress well with their learning and development.

It is not yet outstanding because:

- Staff, at times, do not give children enough time to respond to questions. They also step in too quickly to support children when they are getting dressed. This does not support children's developing independence skills.
- Tracking of children's learning is in its infancy. Leaders have not reviewed the progress made by different groups of children to be able to clearly highlight areas that require further support.

What the setting needs to do to improve further

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

- allow children more time to respond to questions and attempt routine tasks, such as getting dressed, before staff step in to support them
- review and improve the tracking of different groups of children, to be able to highlight clearly areas to target support, to narrow gaps in children's learning.

Inspection activities

- The inspector observed children in the main playrooms and outside spaces.
- The inspector spoke with the provider, manager, staff and children at appropriate times during the inspection.
- The inspector gathered the views of the parents.
- The inspector carried out a joint observation with the manager to review practice in the nursery.
- The inspector sampled documents, including safeguarding policies, complaints and children's files.

Inspector
Rebecca Hurst

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff are fully aware of their role and responsibility in keeping children safe. They work closely with other professionals, attending meetings and sharing information about children's progress. The manager works alongside other professionals to share any concerns and targets for all to work on with children, helping to keep children safe and progress their learning. The manager has recently changed staff procedures at mealtimes, to help to support children with special dietary requirements. Only senior staff collect and serve food for children who require different meals. This helps to keep children safe and enables staff to meet their individual needs. The manager strives to make improvements in the nursery and she motivates staff to have ownership of improvements in their rooms. They work together to improve outcomes for children and their enjoyment in the nursery. For example, they have improved the outdoor learning environment making it more educational for children who prefer to learn outside.

Quality of teaching, learning and assessment is good

Staff provide good-quality activities, helping to support children's learning and development. They work closely with parents to assess children's starting points, helping them to assess what stages the children have reached with their learning. Staff effectively use this information alongside their good knowledge of children's interests to plan enjoyable and exciting activities, helping to progress children's development. Children enjoy exploring shaving foam play. Staff teach children how to use their fingers to explore the feel and texture of the foam. Staff encourage children to describe how it feels, helping children to develop their language. Staff teach babies how to match shapes to complete puzzles. They use words such as 'match', 'same' and 'different' to help children to match up the pieces to the shapes on the board. This supports children's early problem-solving skills and language development well.

Personal development, behaviour and welfare are good

Children settle extremely quickly ready to start their learning. Staff are skilled in identifying when to swap over children's key persons if children have settled and bonded with other staff. This allows staff to get the best out of children to start them on their learning journey. All children thoroughly enjoy enhancing their physical development. Older children are skilled in using the climbing frame, navigating the steps with ease. The most able children teach the less able children how to use the slide safely, making sure they wait for others to get off at the bottom before they start sliding down. This helps children to keep each other safe.

Outcomes for children are good

Children make good progress with their learning and development. They are well prepared for their next stage of learning and subsequent move to school. Older children are skilled in identifying letters to help them spell out their names. They are skilled in counting and learning the concept of time, as they thoroughly enjoy playing games such as 'What's the time Mr Wolf?' Babies practise their new-found walking skills and learn how to climb up and down stairs. This supports their physical development well.

Setting details

Unique reference number	EY379922
Local authority	Lambeth
Inspection number	10078450
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 4
Total number of places	86
Number of children on roll	65
Name of registered person	Cherubins Day Nursery Limited
Registered person unique reference number	RP528422
Date of previous inspection	22 August 2017
Telephone number	0208 6713256

Cherubins Day Nursery Ltd registered in 2008. It is situated in Streatham Hill, in the London Borough of Lambeth. The setting is open on Monday to Friday for 51 weeks a year from 7.30am to 7pm. The nursery employs 25 staff, 16 of whom hold appropriate early years qualifications at levels 2 to 6. The nursery is in receipt of funding to provide free nursery education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

