

Cherubins Day Nursery Ltd



Cherubins Day Nursery Ltd, Slagrove Place, LONDON SE13 7HT

Inspection date	12 November 2018
Previous inspection date	13 July 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- At times, staff working with young babies are not deployed effectively to support children's individual learning needs fully.
- The quality of teaching is variable. Staff working with babies do not consistently help them to develop their language and communication skills. This means some children do not progress as rapidly as they can.
- The manager does not monitor staff's practice and evaluate their teaching effectively enough to help them to develop their skills and teaching to a consistently good level.

It has the following strengths

- Toddlers and pre-school children have good opportunities for learning. They enjoy playing with a wide range of stimulating toys and resources, inside and outdoors.
- Staff have a clear understanding of the children who require extra help and work effectively with other professionals involved to support their ongoing progress.
- Effective recruitment and vetting procedures help to ensure staff are suitable to work with children.
- Children and parents are given opportunities to enjoy frequent educational visits together. For example, they experience picking fresh pumpkins at a farm. This supports children's growing understanding of the world around them.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff working with young babies are deployed effectively to respond equally well to each child's individual needs	23/11/2018
provide more effective support for staff, in particular for those working with babies, to improve how they promote children's language and communication development and to raise the overall quality of teaching to a good standard.	12/12/2018

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

- develop self-evaluation arrangements further to address key weaknesses swiftly and improve experiences and outcomes for children.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector looked at planning, assessment and evaluation documents, including children's learning journals, and discussed how children's progress is monitored.
- The inspector held discussions with the managers, staff and children.
- The inspector talked to parents and viewed parental feedback comments to obtain their views about the nursery.
- The inspector completed a joint observation with the manager.

Inspector

Amy Mckenzie

Inspection findings

Effectiveness of leadership and management requires improvement

The manager is dedicated to her role and has a detailed development plan in place to assist with the continued improvement of the nursery. She holds regular supervision meetings to develop staff's practice. However, this is not effective in ensuring that all staff teach to a consistently good standard. Although there is appropriate commitment to ongoing professional development, this has not been successful in ensuring that children of all ages have equally good learning experiences. Safeguarding is effective. All staff have clear knowledge of how to protect children from harm and understand the procedures to follow if they have any concerns about a child's welfare. Feedback from parents and the local authority are valued and most parents are generally satisfied with the provision.

Quality of teaching, learning and assessment requires improvement

Not all staff that work with babies fully support and extend children's language development effectively. As a result, some babies do not make the progress of which they are capable. Despite this, interactions with children are kind and encouraging, and children generally show enthusiasm when participating in the interesting activities. Most children are confident learners who explore the environment with eagerness. Older children enjoy experimenting with paint and finding out what happens when they mix colours. Toddlers develop their early mark-making skills, for instance, as they create colourful Diwali patterns. This supports their creativity and helps them to learn about their own or other people's cultural celebrations in an enjoyable way. Staff regularly monitor children's progress. This enables them to identify any gaps in their development and plan appropriate activities to help to close them.

Personal development, behaviour and welfare require improvement

Staff caring for babies are not consistently successful in ensuring that all children benefit from equal levels of attention. At times, the way in which staff are deployed leads to children not being supported well enough to engage appropriately in activities to make the most of the learning opportunities available to them. Despite this, staff give children of all ages praise and encouragement for their efforts and support them to share and take turns. This helps children to behave well. Staff work in partnership with parents to teach children about healthy lifestyles, for example, children learn about reducing the amount of sugar they eat, following suggestions made by parents about the importance of this. Children also have daily opportunities for exercise and to develop their physical skills outside.

Outcomes for children require improvement

Older children show good levels of independence and enjoy making choices about their play. They acquire the appropriate skills and knowledge to prepare them for their next stage of learning, including school. However, inconsistencies in the quality of teaching in the baby room mean that these children do not progress as quickly as they can.

Setting details

Unique reference number	EY431002
Local authority	Lewisham
Inspection number	10067840
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 9
Total number of places	90
Number of children on roll	143
Name of registered person	Cherubins Day Nursery Limited
Registered person unique reference number	RP528422
Date of previous inspection	13 July 2016
Telephone number	0208 690 1371

Cherubins Day Nursery Ltd registered its Lewisham nursery in 2011. The nursery is open Monday to Friday from 7.30am to 6.30pm, all year round. The provider also runs an after-school and holiday provision for older children in the same premises. The provider employs 31 members of staff who work directly with children, 25 of whom hold an appropriate qualification in childcare. The manager holds a relevant childcare qualification and a degree in education. The provider also employs six unqualified staff, a cook and an assistant.

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.

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