

# Cherubins Day Nursery Ltd



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

<b>Inspection date</b>	23 August 2019
Previous inspection date	12 November 2018

	<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
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This is a provision that requires improvement

- Leaders and managers do not evaluate the service sufficiently well. Although they work with external practitioners to develop the service, some aspects are not effective, including the monitoring of the effectiveness of training.
- Risk assessment procedures do not fully assure children's welfare, as leaders and managers do not check that appropriate action is taken when potential risks are identified.
- On the day of inspection, there were no holiday club staff on site. Staff are not deployed well and some children attending the holiday club are not supported well enough.

### It has the following strengths

- Staff support children to develop good communication and language. All children, including those learning to speak English as an additional language, are supported to express their ideas and make choices about what to do. This contributes to the progress children make from their starting points.
- Children show that they form good relationships with staff and each other. Staff support children's emotional well-being effectively.
- Staff provide good opportunities for children to get regular fresh air and play outdoors, so supporting their physical well-being.
- The nursery environment supports children's learning effectively, indoors and outdoors. Children show that they enjoy using the accessible and inviting resources.

## 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
improve arrangements for staff deployment so that nominated persons are available to support all children, including those attending the holiday club, to engage in activities throughout the day	27/09/2019
ensure that arrangements for identifying and managing potential risks are effective.	27/09/2019

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

- strengthen self-evaluation so that areas for improvement are more accurately identified and addressed, with the involvement of parents
- monitor the impact of staff training and support more rigorously, so that any gaps in their knowledge or understanding can be better identified and addressed.

### Inspection activities

- The inspector reviewed and discussed documentation, including evidence of the professional development of staff.
- The inspector observed the quality of interactions between staff and the children, and assessed the impact of these on children's learning.
- The inspector and manager jointly observed engagement between staff and children in the outdoor area.
- Discussions with staff, parents and children took place at appropriate times.
- The inspector held a meeting with the provider, manager and deputy manager.

### Inspector

Kareen Jacobs

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff demonstrate sufficient knowledge of the potential risks posed to children and know how to recognise and respond to concerns about children's welfare. Although staff complete safeguarding training, leaders and managers do not check that all staff understand current guidance. They do not notice when some procedures, such as risk assessments, are not implemented effectively. Leaders and managers use safe recruitment processes and check the ongoing suitability of staff. They prepare staff well before introducing new ways to plan for children's learning. Staff show that they understand and implement some policies effectively, such as protocols for the use of mobile phones. This contributes to children's welfare.

### Quality of teaching, learning and assessment is good

Staff work collaboratively across rooms and share ideas about how to support children's learning. For example, they use agreed themes, such as 'Under The Sea', where babies enjoy water play, splashing in paddling pools placed on the 'beaches' created by staff. Staff use effective methods to help children who speak English as an additional language join in activities. For example, they use visual aids to help children choose what song to sing. Staff help babies to develop early literacy and number skills. Older children have good opportunities to write and make marks, inside and outdoors. Staff share their accurate assessments of children's learning with parents. The use of technology has helped to improve the engagement of parents in children's learning.

### Personal development, behaviour and welfare require improvement

Although nursery staff are nominated to support children attending the holiday club, some children do not receive a good level of support. For example, at lunchtime the inspector observed a child repeatedly eating food from the plates of other children before staff intervened. Staff complete regular risk assessments but do not take appropriate action to minimise identified hazards. For example, during the inspection, children were seen to walk barefoot on broken tiles. Staff work effectively with parents from the start to help support children's personal care needs. They implement routines from home and share strategies for successful toilet training. Overall, children behave well. They form secure friendships with each other and show that they accept the differences they see in others around them.

### Outcomes for children are good

Babies quickly form warm attachments with key staff who supervise them well. Children who speak English as an additional language make good progress with their speaking skills. Toddlers gain confidence with their personal care needs and celebrate achievements, such as toilet training, with their friends. Older children show patience and determination. For example, they use pens with increasing control. Children learn the skills that they need for their next stages of learning and for their move to school.

## Setting details

<b>Unique reference number</b>	EY431002
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10085456
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	125
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	Cherubins Day Nursery Limited
<b>Registered person unique reference number</b>	RP528422
<b>Date of previous inspection</b>	12 November 2018
<b>Telephone number</b>	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 29 members of staff who work directly with children. Two staff, including the manager, hold degree-level qualifications, 14 staff hold qualifications at level 3 and one staff member holds a qualification at level 2. The provider also employs a cook and an assistant.

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