

# Inspection of Cheeky Cherubs Day Nursery

307 Battersea Park Road, London SW11 4LX

---

Inspection date: 27 September 2019

|  |                      |
|--|----------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| The quality of education                     | <b>Good</b>          |
| Behaviour and attitudes                      | <b>Good</b>          |
| Personal development                         | <b>Good</b>          |
| Leadership and management                    | <b>Good</b>          |
| Overall effectiveness at previous inspection | Requires improvement |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter confidently and happily join in with play as soon as they arrive. They take pride in their achievements. For example, one child was pleased to tell the inspector that they know how to write their name and can recognise different letters. Children's behaviour is good and they follow instructions with ease. They are extremely polite and say 'please' and 'thank you' without reminders. They demonstrate that they are very secure in their environment and have supportive relationships with staff. Staff check children's progress well and plan activities which motivate and take account of their stages of development and next steps in their learning. For example, older children were provided with opportunities to learn mathematical concepts such as 'big' and 'small' when building towers from bricks, while younger children using pasta and paint to make patterns counted the pasta as they played. The manager has made improvements since the last inspection, liaising with the local authority to address the previous actions and recommendations. She and her team have been able to raise the quality of the provision to a good level.

### **What does the early years setting do well and what does it need to do better?**

- Parents comment that they receive regular updates about their child's progress and areas that require extra support. Staff provide parents with guidance on activities and experiences that can be provided at home. For example, staff encourage children to take books home for parents to read with their child. Parents speak positively about the nursery and the staff.
- Children are confident and motivated to learn. For example, during the inspection, children concentrated well as they played with play dough, learned how to use tools safely and with control, and used dried pasta and paint with enjoyment to create patterns which they describe as 'monsters' and 'witches'. However, staff do not make the most of spontaneous learning opportunities to develop children's imaginations and build on their interests even further.
- Staff plan a curriculum that builds on what children know and can do. Staff monitor the progress children make. This helps them to identify any gaps in their learning and implement plans to help them catch up as necessary.
- Staff support children's language and communication skills well. For example, they play alongside children and speak clearly, taking an interest in their discussion. Children are given plenty of time to think and extend their vocabulary. They enjoy familiar songs, rhymes and stories. Children become confident communicators who make their needs known. However, occasionally they do not respond to questions from staff as these are either too advanced or insufficiently well phrased.
- Well-chosen activities and resources support children's early mark marking and promote their enjoyment of writing. For example, children are keen to use pens,

paint and crayons to draw pictures and form numbers and letters on paper.

- Children have daily opportunities to go outdoors, be active and get fresh air. These outings also help children to learn about road safety, the community and the world around them. Children are excited when they see squirrels and are eager to point them out to the staff. Staff show an interest and give children the time to watch and explore.
- Children are offered healthy, home-cooked meals and snacks. They have high levels of independence and do things for themselves. For example, children help staff set the table for dinner and pack away toys after they have finished their play. They are well prepared for the next stage in their education.
- The staff are well supported. The manager provides inductions for new staff, mentoring, training and opportunities to gain higher qualifications. This helps staff to understand their roles and responsibilities and supports good teaching, overall.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know the signs and symptoms to look for and the procedures to follow if they have any concerns about a child's welfare. Vetting procedures are in place to ensure those working with children are suitable to carry out their role. Staff have received regular training on safeguarding to help them feel confident in understanding their roles and responsibilities. Risk assessments are completed daily to cover all areas accessed by the children. For example, staff go out ahead of the visit to the park to check the environment for risks and remove these or alter the route.

## **What does the setting need to do to improve?**

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

- ensure that staff adapt activities to match children's developing imagination and interests, to continuously extending their learning
- develop the questioning skills of staff so that they build more successfully on children's knowledge and understanding.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY470624  |
| <b>Local authority</b>                           | Wandsworth  |
| <b>Inspection number</b>                         | 10083803  |
| <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>                     | 2 to 3  |
| <b>Total number of places</b>                    | 26  |
| <b>Number of children on roll</b>                | 11  |
| <b>Name of registered person</b>                 | Cheeky Cherubs Day Nursery Ltd  |
| <b>Registered person unique reference number</b> | RP530169  |
| <b>Telephone number</b>                          | 07599363286   |
| <b>Date of previous inspection</b>               | 25 October 2018   |

## Information about this early years setting

Cheeky Cherubs Day Nursery registered in 2013. It operates from premises in Battersea, in the London Borough of Wandsworth. The nursery is open from 8am to 6pm, all year round, excluding public holidays. There is a team of five staff, four of whom hold relevant qualifications between level 2 and level 5. The nursery receives funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Joanna Wilkinson

## Inspection activities

- The inspector and the manager completed a 'learning walk' across all areas of the nursery to understand how the early years provision and curriculum are organised.
- A joint observation was carried out by the inspector and the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence of staff suitability checks, paediatric first-aid qualifications and staff training.
- A meeting was held between the inspector and nursery manager.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019