

Inspection of Cherubins Day Nursery Ltd

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

Inspection date: 2 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form warm relationships with staff and each other in this inclusive nursery. They show that they feel happy, safe and secure. Babies receive effective support from staff to separate from their parents or family members. They experience care routines that mirror those from home. Those children who need extra help with their learning make steady progress from their starting points. Children learn about other cultures and communities, and staff support them to value their own. Some children can share their languages with staff from similar backgrounds.

Children receive support from staff to understand what is expected of them. They show that they are eager to help complete tasks and generally behave well. Children understand the differing needs of their friends. Children show their independence as they help to prepare lunch tables or scrape plates. They enjoy singing and moving their bodies as staff beat drums. Babies approach staff with books to read. They enjoy lifting flaps and turning pages. Older children recognise numerals and understand that text can be written in different scripts. Children learn how to care for living things as they help to care for chickens. They show physical agility as they confidently navigate steps or build towers using blocks.

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

- Leaders work together effectively. They have addressed previously identified areas of concern and implement arrangements to monitor the quality of service. Leaders strive to make continual improvements and involve parents in the process. For example, children and parents enjoy using the recently developed forest school area for learning and social events.
- Staff receive support to improve their knowledge and skills. They understand how to implement an effective curriculum through sequenced learning opportunities. For example, staff encourage babies to grab and sort toys. Older children persist and receive praise for their attempts to use chopsticks. These activities help to strengthen the small muscles in their hands in preparation for future writing.
- Leaders support staff to make accurate assessments of children's learning. These help staff to identify possible gaps in learning at an early stage. Staff implement suggested strategies from external advisers and professionals and review progress with parents. Moves to school for children who have persistent gaps in learning are well planned.
- Staff manage children's behaviour appropriately. They use consistent methods, visual aids and resources to help children to understand what is expected. For example, images that show how many friends are allowed on the climbing frame help children to learn how to use equipment safely and manage their own safety.

- Staff discuss the benefits of nutritious food as part of helping children to understand how to maintain good health. Children confidently use their bodies and develop good physical skills as they play outdoors. They push wheelbarrows, bang pots, balance on stilts, and enjoy scooping and digging in the sandpit.
- Staff implement activities that take account of children's interests and what they should learn next. Very occasionally, staff do not intervene and redirect children to alternatives if children lose focus or are not interested in adult-led activities. This hinders some children from making the most of learning opportunities.
- Children use resources that reflect their backgrounds and ethnicity. Staff encourage children to appreciate and respect a range of cultures and communities. For example, children enjoy wearing traditional clothes and see characters in books who look like them. Opportunities are less well planned for some children who speak languages other than English to recognise, value and share the languages familiar to them.
- Parents speak very highly of the staff team. They value the sensitive support, advice and regular information that they receive from leaders and staff. Parents enjoy attending cultural and fundraising events. They appreciate the flexible and shared approach that staff promote, including for children's routines at home, toilet training and successful moves to school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff update their safeguarding knowledge. They understand how to recognise if a child is at risk of abuse or neglect. Leaders and staff know where to seek relevant advice. They are clear about how to respond to concerns about the suitability of a colleague. Staff implement procedures to protect children's health needs effectively and involve children in risk assessments. Staff deal with accidents appropriately and share information with parents. Leaders follow safer recruitment guidance. They follow procedures to assess the initial and ongoing suitability of staff. Leaders monitor procedures effectively to help ensure children's safety, such as regular reviews of accident records and operational plans, including for staff deployment.

What does the setting need to do to improve?

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

- enhance teaching skills so that staff support children more consistently to develop their curiosity and engage in learning opportunities
- expand opportunities for children to recognise, value and share their home language.

Setting details

Unique reference number	EY431002
Local authority	Lewisham
Inspection number	10123886
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	125
Number of children on roll	107
Name of registered person	Cherubins Day Nursery Limited
Registered person unique reference number	RP528422
Telephone number	0208 690 1371
Date of previous inspection	23 August 2019

Information about this early years setting

Cherubins Day Nursery Ltd registered in 2011. It is one of two privately owned nurseries. 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. A total of 24 members of staff work directly with children. Of these, 11 staff, including the manager, hold qualifications at level 3 and four staff hold qualifications at level 2. The provider also employs two chefs and two receptionists. The provider receives funding for the early education of children aged two, three and four years.

Information about this inspection

Inspector
Anne Jacobs

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager showed the inspector around the nursery and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between the staff and children, and assessed the impact of these on children's learning.
- Leaders met with the inspector. Discussions included arrangements for the recruitment and support of staff, self-evaluation and safeguarding.
- The inspector reviewed documents. These included evidence of the suitability of staff, the nursery's operational plan and evidence of staff professional development.
- The inspector spoke with staff, parents and children at appropriate times.

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.

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