

Inspection of Cheeky Chums Day Nursery

41-42 South Parade, Mollison Way, Edgware, Middlesex HA8 5QL

Inspection date: 28 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this welcoming nursery. All children separate easily from their parents. They enjoy a wide range of stimulating activities, which help them to make good progress in their learning and development. Children form positive relationships with staff and their peers. They feel safe and secure. Staff have high expectations for all children. Leaders design their ambitious curriculum based on children's interests and what they need to learn next. Children learn about the importance of keeping our planet clean. Staff encourage children to recycle materials. For instance, they reuse cardboard boxes to make 'laptops', which they later use in their role play.

Children use their previous experiences in their play and have positive attitudes to learning. For instance, they learn how to make tea and speak about varieties of tea used at home. Children benefit from easy access to high-quality resources. This helps to support their growing independence. Children behave well and staff are good role models. Children practise taking turns and share space safely. For example, they use the outdoor climbing frame and remind each other that only one child can slide down at a time. This shows their understanding of the rules of safe play and their ability to successfully negotiate the space around them.

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

- Leaders monitor and evaluate the ongoing performance of the staff effectively. They provide opportunities for staff to develop their practice and skills to enhance the quality of education for children. For example, managers and staff have attended various courses, including training on healthy eating and oral health. This has led to improvements in this area. For example, managers designed a more-balanced diet for children, and staff ensure that children learn about healthy food and the benefits of brushing their teeth.
- Staff get to know children well. They work closely with parents and professionals to ensure all children, including those with special educational needs and/or disabilities, make good progress in relation to their starting points. The provider uses funding well to obtain specific resources, which help to fill any gaps in children's learning.
- Leaders are ambitious for all children. They have a clear intent of what they want children to learn. Overall, staff implement the curriculum and sequence children's learning well. However, at times, staff do not fully consider children's levels of development and the most appropriate resources while planning activities. Consequently, some children are not always fully immersed in the activities as, at times, they do not receive enough support to take their learning further.
- Children learn to do things for themselves and develop independence skills. For

instance, when they come in from the garden, they remove their jackets, hang them up and change into indoor shoes. Children help with small tasks, such as cleaning tables after mealtimes, which helps them to gain a sense of responsibility.

- Children develop an interest in books. Staff engage children as they animatedly read familiar stories. They support children to extend their vocabulary. However, on occasion, staff do not consistently help children to hear and share their home language in the setting, in order to enhance their learning even more.
- Children's mathematical knowledge is supported well. For example, children count objects accurately and match quantities to the numerals.
- Staff use the outdoor area well to enhance children's physical development. Children have many opportunities to play outside in the fresh air. Children enjoy exploring sand, using bikes and going on the slide. Children participate in vigorous physical activities, including gymnastics and dancing.
- Staff prepare children well for the next stages of their learning and development. For example, staff provide a variety of opportunities for children to strengthen their small muscles through messy play and mark making. Children develop good pencil control and make detailed drawings.
- Parents praise the welcoming and caring staff. They speak highly of the learning experiences offered to their children. They are happy with the levels of communication and information they receive about the progress their children make.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have a good understanding of the setting's safeguarding policy, and they keep their training up to date. Leaders and staff have a secure knowledge of child protection. They can identify when a child may be at risk of harm and understand how to report concerns and allegations. Staff are aware of the importance of monitoring children's attendance. Risk assessments help to keep children safe. There are detailed recruitment and vetting procedures in place to help assess the suitability of staff.

What does the setting need to do to improve?

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

- increase opportunities for children to share and hear their home language, to enhance their learning even more
- consider further children's levels of development and the appropriateness of resources when planning activities, to ensure children maintain their focus and gain the most from their learning.

Setting details

Unique reference number	EY392399
Local authority	Harrow
Inspection number	10137978
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	50
Number of children on roll	54
Name of registered person	Ransals Limited
Registered person unique reference number	RP904750
Telephone number	0208 952 6131
Date of previous inspection	21 March 2016

Information about this early years setting

Cheeky Chums Day Nursery registered in 2009. It is located on the South Parade in Edgware, in the London Borough of Harrow. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. There are 11 members of teaching staff employed in the nursery and all hold appropriate qualifications. The nursery receives funding to provide free early years education for children aged three and four years.

Information about this inspection

Inspector

Agnes Wink

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 their evaluation of the provider.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- Children communicated with the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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