

Inspection of Cherryli Nursery

40 Tyrwhitt Road, London SE4 1QG

Inspection date:

23 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy and separate from their parents with ease. Young children who are settling receive emotional support and are gently assisted to join activities. Children are safe and secure. Staff know children well and have high expectations for all children. All children, including those who receive additional funding, make secure progress in their learning. Children are confident, sociable and behave well for their age. For example, they patiently wait for their turn to use the different bikes and cars in the garden.

Children benefit from a wide range of interesting adult-led activities. For instance, older children confidently name different types of trees. They respond to the manager well when he encourages them to recall how trees are fed. Older children eagerly call out 'photosynthesis'. This helps build on children's learning and extends their vocabulary. However, children have less opportunities to develop their imaginative skills through free play. Young children concentrate well. They enjoy choosing books and hearing stories read to them. Staff sings songs and encourage the children to join in. This helps children to practise new words and supports them to develop a love of reading. Parents speak highly of the nursery. They comment on how well their children are prepared for school.

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

- The manager follows robust recruitment procedures. For example, staff read policies and procedures to help them understand the values of the nursery. However, the manager does not ensure that all staff have a good understanding of the requirements of the Statutory framework for the early years foundation stage. For instance, staff do not complete, or share with parents, the progress check for children aged between two and three years.
- The manager and staff work well as a team. The manager has a good understanding of how to aid staff's well-being, and staff comment that they are well supported. However, arrangements for the supervision of staff and the monitoring of teaching and practice are not effective. Although the manager has discussions with staff throughout the day, these are not focused sharply enough on helping staff to improve their performance.
- The manager and staff are passionate about providing a curriculum that supports children's learning. However, at times, staff can over-direct activities and not allow children time to be inquisitive and explore for themselves. As a result, during child-led activities, children do not have the opportunity to take risks and try things in their own way to build their independence.
- The manager plans activities to teach children about world events. For instance, once a week, the menu includes a dish from a different country, such as Norwegian fish pie. Older children learn about Chinese New Year. They enjoy

finding China on the globe.

- Partnerships with parents are good. Parents are positive about the care their children receive. Overall, children who speak English as an additional language make good progress. However, staff do not gather information about children's home language or key words. This would help to support children's communication and, where possible, provide opportunities for children and staff to use their native language. This would help to build on children's understanding of diversity and their uniqueness.
- Children's behaviour is good. They enjoy their social interactions during mealtimes. Children follow good hygiene routines and wash their hands before snack and meals. Staff support children to help them understand what makes a nutritious meal. For instance, children talk about the ingredients in their shepherd's pie. They name the vegetables and describe how potatoes grow in the ground. This builds on children's understanding of the natural world.
- Staff promote children's healthy lifestyles. Children develop their physical skills. They have opportunities to be outdoors and enjoy the fresh air as they play in different areas of the garden. For example, young children build with large bricks and climb low steps to use the slide. Older children manoeuvre around on large bikes. Children build on their large- and fine-motor skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows robust recruitment procedures to check staff suitability to work with children. Staff have a secure knowledge and understanding of child protection. They know how to recognise possible signs of abuse and understand the reporting procedures. They are also aware of potential concerns, including exposure to extremist views or behaviour. Staff are deployed well both inside and outside in the garden. For example, staff observe young children while they are in the gated area of the garden and watch them during sleep time. This helps to keep children safe.

What does the setting need to do to improve?

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

	Due date
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improve staff members' knowledge of the Statutory framework for the early years foundation stage, to ensure that staff who have key-person responsibility for two-year-olds know, understand and complete the progress check for children aged between two and three years	02/07/2023
enhance supervision and training arrangements to precisely identify individual development needs and target support and coaching to raise practice to the highest levels.	02/07/2023

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

- improve opportunities for children to develop their curiosity and independence skills even further, to maximise learning opportunities during play
- build on ways to gather information from parents when children first start, to support their diverse languages and cultures.

Setting details

Unique reference number	EY286222
Local authority	Lewisham
Inspection number	10285896
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	1 to 4
Total number of places	15
Number of children on roll	15
Name of registered person	Hunt, Lionel George
Registered person unique reference number	RP514452
Telephone number	020 8691 0497
Date of previous inspection	23 October 2017

Information about this early years setting

Cherryli Nursery is privately owned. It opened in 1999 and is situated in the London Borough of Lewisham. The nursery is open each weekday from 8am to 6pm, for 46 weeks of the year. There are six members of staff working directly with the children, including the manager. Four staff hold appropriate early years qualifications at level 3, and the manager holds qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- This was the first routine inspection the nursery 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 and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the nursery and assessed the impact on children's learning.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a group activity.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.

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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