

Inspection of Cheeky Cherubs Day Nursery

307 Battersea Park Road, London SW11 4LX

Inspection date: 25 August 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive excitedly at this nursery. They are greeted with a warm hug from staff. Staff establish consistent routines. For example, children wash their hands and self-register before they begin playing. The leader has devised a well-thought-out curriculum. Staff plan a good range of enticing activities that captivate children's interests and concentration. For example, children develop strong hand muscles and good hand-to-eye coordination. They remain deeply absorbed using spoons to pour coloured water into narrow-necked bottles. Toddlers enjoy squeezing spray bottles outdoors. Older babies persist as they pluck various miniature suction toys off tables.

Staff ensure that children play in a well-organised environment. Children are inquisitive learners who explore the environment and choose their own play with confidence. Staff sit with children and effectively model positive play and interactions. As a result, children relax and, for the most part, play harmoniously. Staff have high expectations for children's independence and behaviour. They speak to children with kindness and respect. Staff dedicate their time to promote individual children's good turn-taking and sharing skills. Children quickly learn the difference between acceptable and unacceptable behaviour. Staff encourage children's good manners. Children learn to say 'please' and 'thank you'.

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

- Staff make good use of opportunities to teach children the language of feelings. Young children learn to say how they feel and recognise when their friends are upset.
- Staff promote children's communication well. They clearly narrate and emphasise words for children to copy. Staff clearly describe objects and actions for children as they play with them. Children learn to clearly pronounce words such as 'amazing' and 'octopus'.
- Staff engage younger children in meaningful role-play activities that align with their interests. For example, toddlers learn to be imaginative. They develop simple narratives as they pretend to feed baby dolls. Afterwards, children set the table and pretend to eat and drink in the home corner.
- Overall, staff have good standards of hygiene. They sanitise surfaces and immediately clear any spillages. Staff encourage children's thorough handwashing when they arrive and before they eat. Nevertheless, staff miss opportunities to promote children's understanding of their good health and how germs can spread.
- Staff promote children's good self-help skills well. Children put on their own shoes and pour their own drinks. At snack time, children independently serve their portions of healthy chopped fruit and vegetables.

- Children play energetically outdoors. They enjoy their routine visits to the local park play areas. Children enjoy throwing and kicking large balls. Staff encourage children's participation in games with rules. For example, children learn to count as they play a game of 'Mr Wolf'. They enjoy games with skittles.
- Indoors, children enjoy their yoga time. They happily dance to action songs and enjoy exploring what their bodies can do. Children learn to follow simple instructions as they bend, stretch and twist together.
- Key-person systems are highly effective. Staff watch children closely to find out what they know and can do. They use their observations to plan activities that help children to make progress across their areas of learning.
- The manager swiftly identifies children who are not making typical progress. This leads to timely support programmes and appropriate partnership working with other professionals. Consequently, children with special educational needs and/or disabilities are included well.
- Parents have high praise for the manager and her staff team. They feel their children receive plenty of individual attention in their care. Parents say they receive quality daily feedback from staff. They feel their children develop good social and independence skills.
- Staff feel well supported by the manager and are happy in their roles. They feel positive about working in a small and close-knit team. Staff regularly access training that helps to extend their knowledge and skills as childcare practitioners. Despite this, the manager's system for monitoring staff's understanding of the nursery's policies needs strengthening. This is because not all staff demonstrate a secure understanding of all of the setting's procedures.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake robust risk assessments to promote children's safety. They reduce hazards to minimise accidents, closely supervise children and ensure that the premises are secure. Staff have a strong knowledge of child protection issues. They understand how to report their concerns internally and externally and work closely with other agencies. Staff undertake regular training. Senior staff, who are designated to take the lead for safeguarding children, undertake advanced training. Staff develop children's awareness of staying safe. For example, children know they must wear their high-visibility jackets during outings or trips. There is a closed-circuit television system in operation. The manager uses this effectively to monitor areas of the nursery.

What does the setting need to do to improve?

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

- seek additional ways to further promote individual children's understanding of

their good health and how germs can spread

- strengthen existing systems for monitoring and training so all staff demonstrate a secure understanding of the nursery's policies and procedures.

Setting details

Unique reference number	EY470624
Local authority	Wandsworth
Inspection number	10304519
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 3
Total number of places	26
Number of children on roll	14
Name of registered person	Cheeky Cherubs Day Nursery Ltd
Registered person unique reference number	RP530169
Telephone number	07599363286
Date of previous inspection	27 September 2019

Information about this early years setting

Cheeky Cherubs Day Nursery registered in 2013. It is located in Battersea, in the London Borough of Wandsworth. The nursery is open all year round, from 8am to 6pm, Monday to Friday, except for bank holidays. There is a team of six staff, five of whom hold a relevant qualification at level 2 or 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Olivia Awolola

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 nursery.
- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the nursery and curriculum are organised.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector accompanied staff and children on their walk to the park to observe the quality of outdoor provision.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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