

# Inspection of Little Cherubs

2a Bell Green Lane, London SE26 5TB

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Inspection date: 5 July 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

The manager of the nursery is dedicated and caring. Children, staff and parents find him approachable and open. This creates a warm and inclusive 'family' environment. At the start of the day, children are greeted warmly by the staff, who know them well and understand their needs. The safety of the children is given the highest priority.

The baby room is a calm space for the youngest children. Staff prioritise babies' social and emotional development. Settling-in procedures are clearly effective. Even those babies that have only just started at nursery feel content and secure enough to explore the interesting playthings on offer.

The curriculum is clear and understood by staff in each of the age groups. As children move through their learning journey, there is a clear focus on developing their communication and language skills. Staff understand the building blocks needed for future learning. Children learn how to play cooperatively together and to regulate their behaviour. They are well supported with self-care skills, such as potty training. The curriculum for the older children supports them to gain independence, in preparation for the move to school. For example, they learn to pour water from jugs at snack time and clear their plates after lunch.

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

- The premises are secure. Risk assessments are completed routinely, both inside and in the garden. Children learn to keep themselves safe. They manage the stairs and understand the rules of the nursery. They remind each other to share resources and be kind. Children behave well and listen to instructions.
- The manager understands the locality well. There is an appropriate focus on physical development. Babies are encouraged to pull themselves up to develop their core strength. Older children play outside twice a day, every day. They enjoy digging, sand and ball play, and games, such as 'What's the time Mr. Wolf?' This encourages active, healthy lifestyles.
- Activities and resources are interesting. Older children learn about colour mixing as they pinch balls of play dough together. This develops muscles in their hands, which helps them hold pencils properly as they learn to write. There are super opportunities for toddlers to take part in messy and sensory play. They spend focused time exploring and mixing concoctions using real lemons, herbs and vegetables.
- Staff in the pre-school room interact well with the children, talking throughout the day and modelling language well. However, the organisation of the routine, especially at points of transition, such as moving to outside play or mealtimes, can mean that children are waiting too long without being occupied and lose

valuable time for play. Furthermore, children's enjoyment and learning is sometimes disrupted as they are taken out of activities, such as Boogie Mats and circle times, to have a snack or wash their hands.

- Key-person arrangements are effective, which means that targeted activities, including small-group activities, have positive outcomes. Children with special educational needs and/or disabilities are well supported. The management team is proactive in seeking support, specialist assessment and services, when needs are identified. Children are carefully monitored and there is good liaison with children's future schools.
- Parents report that nursery staff are caring and diligent. They feel well supported by key persons who know their children and families well. Parents are helped to support their children's experience of moving from one room to another within the nursery, to make sure these changes are as smooth as possible for the children.
- Children learn about similarities and differences as they play. They learn that we all have different skin tones and hair types, as they create self-portraits. Children's backgrounds are respected and valued. For instance, Bastille Day has been added to the event calendar, so that everyone can celebrate with families of French heritage that attend the nursery.
- The highly visible manager ensures that staff's well-being and professional development are a priority. There are frequent staff meetings, training days and supervision meetings. Apprentices are happy in their placements and fully involved in nursery life.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- review transition points within the pre-school day to ensure children benefit fully from their time at the nursery
- reflect on the routine of the pre-school day to ensure children's fun and learning are not unnecessarily interrupted to move on to the next task.

## Setting details

<b>Unique reference number</b>	129034
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10346926
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Percy, Deborah
<b>Registered person unique reference number</b>	RP511735
<b>Telephone number</b>	0208 778 3232
<b>Date of previous inspection</b>	8 August 2018

## Information about this early years setting

Little Cherubs registered in 2000. It is located in Sydenham, in the London Borough of Lewisham. The nursery is open each weekday from 7.45am to 6pm for 50 weeks of the year. There are 15 staff employed to work directly with the children. Of these, 12 hold appropriate early years qualifications, one is unqualified and two are apprentices. The nursery receives funding for free early education for children aged two and three years.

## Information about this inspection

### Inspector

Penny Fisher

## 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 manager and has taken that into account in their evaluation.
- The inspector viewed the premises and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke to and communicated with the inspector throughout the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector carried out a joint observation.
- 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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