

Inspection of Cheeky Chums Day Nursery

Royal Lane, Uxbridge, Middlesex UB8 3QR

Inspection date: 29 August 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children show a real sense of belonging in this friendly nursery. They are secure and separate quickly from their main carer. Children form close bonds with staff, who are attentive to their needs and help them to feel safe and settled.

Children are happy and busy in this welcoming environment. They show interest in the activities that staff plan and provide for them. Children spend their time engaging in purposeful play. For example, they use their imagination as they use tools and pretend to be construction workers. Children enjoy playing with dolls and pretending to be parents.

Children are curious and motivated to learn. Staff implement an effective curriculum, and children have fun as they engage in stimulating activities indoors and outdoors. Children explore the natural world as they dig in the mud kitchen. They learn about weight and measurement as they fill and empty containers in the water tray.

Children behave well from an early age. They understand the routines and know what is expected of them. Children follow instructions and help tidy away toys. They show kindness and affection to each other. For example, they choose to share stickers with their friends. Babies smile and hug their friends. Children receive praise and encouragement from staff, which helps to develop their confidence and self-esteem.

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

- Leaders and staff have high expectations for every child and support them well. They plan a suitable curriculum, which meets all children's needs well, including children with special educational needs and/or disabilities. Staff know children's individual interests and take these into account when planning activities. They monitor children's progress to help identify the next steps in their learning and ensure that no child is left behind.
- Staff support children's emotional well-being effectively. An effective key-person system helps to ensure that children's needs are met. Children learn to manage their feelings and to respect others through discussions, stories and activities. They learn about a variety of events throughout the year.
- Children develop an understanding of the importance of good health. They enjoy nutritious food, which is freshly prepared on the premises. Children regularly drink water throughout day so that they stay hydrated. Staff help children to learn about good oral hygiene. For example, they sing songs and use pretend teeth to help develop their toothbrushing skills. Children benefit from being physically active. For example, they master skills as they manoeuvre wheeled

toys and use large apparatus. Babies move their bodies to familiar songs.

- Partnership with parents is effective. Parents and carers are welcome in the nursery, and they attend events such as graduation and grandparents' day. Daily feedback, newsletters and online information help to keep parents well informed about their child's development and nursery activities. Staff work with parents to support children's learning at home. Parents say that their children enjoy attending the nursery and are progressing well. Staff work with parents and other professionals to target plans to support children who need additional support.
- Staff support children's communication skills well. Staff ask effective questions and encourage children to talk. They show interest in what children say during group activities. This helps children to develop confidence in speaking and prepares them for the next stage in their learning, including starting school. Children who speak English as an additional language are supported well. Staff learn key words in children's home languages. Staff use their language skills and picture cards to support communication. Staff use everyday routines, such as nappy changing, to communicate with babies to help develop their speech. For example, staff point to nappies on a small washing line, to help develop babies' understanding. Babies begin to vocalise as they sing rhymes.
- Staff have regular opportunities to develop their knowledge. They benefit from supervision sessions, team meetings and guidance from the strong management. However, this is not yet precisely tailored to a high enough level to further extend their skills. Staff say that they enjoy working in the nursery and are well supported.

Safeguarding

The arrangements for safeguarding are effective.

There is an open 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:

- identify an even more targeted plan for professional development, to increase staff knowledge and skills even further and raise the quality of teaching to a higher level.

Setting details

Unique reference number	EY460952
Local authority	Hillingdon
Inspection number	10361645
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	99
Number of children on roll	54
Name of registered person	Ransals Limited
Registered person unique reference number	RP904750
Telephone number	0189 527 2970
Date of previous inspection	9 May 2019

Information about this early years setting

Cheeky Chums Day Nursery registered in 2013 and is based in the London Borough of Hillingdon. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 8am to 6pm. The nursery employs 19 members of staff, including the manager, who work directly with the children. Of these, 11 hold early years qualifications at level 2 or above. In addition, the nursery employs a cook. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Orchard

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 manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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.
- Parents shared their views of the nursery 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024