

<b>Inspection date</b>	8 August 2018
Previous inspection date	22 August 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### The provision is outstanding

- Self-evaluation is meticulous and highly effective. Managers and leaders have an uncompromising drive to achieve improvements and have made significant changes since the previous inspection, to achieve the highest quality in practice and provision.
- Partnership with parents and professionals is extremely strong. Thorough monitoring processes and a shared approach to children's learning help staff to know the children exceptionally well. They develop highly focused plans to meet their individual needs. All children, including those who have special educational needs, make rapid progress from their starting points.
- Staff use innovative ideas to support children's problem-solving and critical-thinking skills. For instance, they hide toy trucks and cars in sand and encourage children to guess where the truck is hidden. They question children skilfully to encourage them to describe their thinking. For example, children state that they know where the truck is 'because it is bigger' than the car.
- Staff place a high priority on children's personal, social and emotional development. They make excellent use of their knowledge and skills to support children of all abilities to learn to manage their feelings and emotions. For instance, children who have speech and language difficulties learn to use alternative methods, such as visual cards, to express their emotions.
- The managers ensure highly effective and meaningful information-sharing processes with other settings, including schools. For example, they have discussions with school staff to ascertain what sort of information they would find useful to know about each child. They provide excellent support to key persons to ensure they are adept at reporting accurately on individual children's learning styles.

## What the setting needs to do to improve further

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

- continue to develop further ways to enhance the excellent opportunities available to children to learn about what makes themselves and their families special.

### Inspection activities

- The inspector observed the children and how staff interacted with them.
- The inspector took account of the views of parents and children.
- The inspector carried out a joint observation with the manager and assessed the arrangements for staff supervision.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector held discussions with the managers at appropriate times.

### Inspector

Geetha Ramesh

## Inspection findings

### Effectiveness of leadership and management is outstanding

The management team has significantly improved the arrangements for staff supervision since the previous inspection. Staff are highly motivated and work extremely well as a team to achieve exceptional standards in children's learning and care. They make excellent use of training opportunities and carry out additional research to continually strengthen their practice. For instance, they find online information about 'attachments' and share ideas with other staff to support children's emotional and social development extremely well. Arrangements for safeguarding are effective. Staff have a robust understanding of how to identify and refer safeguarding issues in a timely and appropriate manner. They have a secure understanding of wider safeguarding matters, including female genital mutilation.

### Quality of teaching, learning and assessment is outstanding

Staff tune in extremely well to children's creative ideas. For instance, staff and older children get into a tent, imagine they are in a time machine and pretend to escape from the 'sharks'. Staff are highly perceptive to children's emerging interests. For example, they facilitate opportunities for younger children to make 'dinosaur footprints' with paint. Staff provide exciting opportunities for children to extend their understanding of people's differences and to learn to say words in different languages, such as Mandarin and French. They continue to develop further ways to extend children's growing awareness of what makes them and their family unique. Staff stimulate young children's communication skills extremely well. For instance, they capture babies' listening and attention as they sing to them. Toddlers are eager to choose objects from the 'special box' and learn to use words to describe what they find.

### Personal development, behaviour and welfare are outstanding

Babies settle exceptionally well with the caring staff, who provide a strong base from which they are motivated to explore. For instance, with sensitive support from staff, they build confidence to try new experiences, such as exploring paints with their hands. Staff support older children extremely well to help them learn to keep themselves safe. For example, they show children how to cut out eyes on their face masks so they can see where they are going. Staff are highly supportive of children's ideas and praise them for their efforts. Children build a positive sense of themselves and develop as independent learners. Children are highly motivated to explore the wide range of interesting activities that staff provide outdoors. They develop excellent hand-to-eye coordination, for instance, as they learn to make patterns with elastic bands on a peg board.

### Outcomes for children are outstanding

Children are happy and confident and become deeply involved in their play and learning. Older children form a strong motivation to make independent choices and lead their own play. They develop excellent literacy and numeracy skills in preparation for their move on to school. Toddlers are exceptionally independent. For instance, they learn to use tongs to serve themselves fruit and vegetables and persist with little challenges, such as shaking the hummus off the spoon and onto their plates. Children are extremely well prepared for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	129034
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10057599
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	93
<b>Name of registered person</b>	Percy, Deborah
<b>Registered person unique reference number</b>	RP511735
<b>Date of previous inspection</b>	22 August 2017
<b>Telephone number</b>	0208 778 3232

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 21 staff employed to work directly with the children. Of these, 18 hold appropriate early years qualifications. The nursery receives funding for free early education for children aged two and three years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

