

# Inspection of Cherryli Nursery

40 Tyrwhitt Road, London SE4 1QG

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Inspection date:

5 November 2024

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Inadequate

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

### The provision is good

Children arrive happy and ready to start their day. They are welcomed by friendly practitioners, who know them well. The children show they feel safe by confidently leaving their parents and seeking comfort from the practitioners, when needed. Their positive attitudes towards learning are evident as they explore their surroundings and express curiosity about the activities available.

Practitioners assist all children to make progress. They are familiar with their key children and provide tailored activities that promote learning and help them reach their goals. For instance, children enjoy pretending to make pizza with dough. They discuss what topping they want and talk with practitioners about the food they like.

Practitioners are positive role models, communicating respectfully with one another and approaching children gently. They encourage children to become independent in their self-care routines, teaching them the importance of good hygiene practices, such as washing hands before meals and after using the toilet. Children behave well and demonstrate kind actions. For example, children politely ask their friends for help, or offer help by giving up a toy when requested.

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

- Leaders and practitioners support all children well, they gather information from the start to find out what children already know and can do. They monitor and observe children to plan their next steps in learning and identify any gaps in development. Practitioners use children's interests to plan and implement activities that support children to close these gaps and move them on to the next stage in their learning. This helps children to make good progress from their starting points.
- Leaders and practitioners have a good understanding of how to support children with special educational needs and/or disabilities. They understand the importance of good communication with parents and they work cooperatively with other professionals to ensure a consistent approach in supporting all children to make good progress from their starting points.
- Practitioners support children's language and communication skills. They model correct pronunciation, and introduce new vocabulary. During group activities, they ask questions to enhance conversation skills and expand vocabulary. However, practitioners often ask questions that require only one-word responses. They do not always allow enough time for children to think and respond before repeating the question or providing the answer.
- Children who speak English as an additional language are supported well. Practitioners gather key words in their home language and use gestures and objects to support communication. Lists of key words are created for each

language and displayed for practitioners to support all children across the nursery. Parents are encouraged to record themselves speaking or singing in their home language for children to listen to at the setting. Parents are invited in to read stories to the children in their home language or teach them words and phrases. This good practice supports children who speak English as an additional language to feel settled and communicate with their peers.

- Children learn about different cultural festivals throughout the year. They listen to music in different languages and access resources, such as dolls that reflect different races, and books about different cultures. This supports children to embrace their own culture and learn about others.
- Children benefit from outdoor space, where they are encouraged to move in different ways. Children have access to bikes, scooters and a slide. Children learn from a young age how to navigate stairs. Practitioners support them by holding their hand and encouraging them to hold the handrail. These experiences help children to strengthen their muscles and learn how to keep themselves safe. Children participate in activities, such as play dough, plasticine and mark making. This helps to strengthen muscles in the hand to support future writing skills.
- Practitioners build good relationships with parents. They ensure that they are involved in the children's learning experiences at the nursery. Practitioners work in partnership with parents to create children's next steps. They ask parents for information from children's weekend experiences, such as day trips or family events, and incorporate this into activities to extend their interests and learning.

## 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:**

- provide opportunities for children to use their language and communication skills with the use of more effective questions and give time for children to think and respond to questions.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY286222                                                                          |
| <b>Local authority</b>                             | Lewisham                                                                          |
| <b>Inspection number</b>                           | 10356675                                                                          |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                                                |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care                                                                     |
| <b>Age range of children at time of inspection</b> | 2 to 3                                                                            |
| <b>Total number of places</b>                      | 15                                                                                |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Name of registered person</b>                   | Hunt, Lionel George                                                               |
| <b>Registered person unique reference number</b>   | RP514452                                                                          |
| <b>Telephone number</b>                            | 020 8691 0497                                                                     |
| <b>Date of previous inspection</b>                 | 8 May 2024                                                                        |

## 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 five members of staff working directly with the children, including the manager. Two staff hold appropriate early years qualifications at level 3, and the manager holds qualified teacher status. The nursery offers the government funded places for childcare.

## Information about this inspection

**Inspector**  
Katie Smith

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector observed the interactions between practitioners and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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