

Inspection of Cavendish Lodge Nursery

55-57 Lewin Road, Streatham Common, London SW16 6JZ

Inspection date:

18 September 2025 - 29 October 2025

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

Good

What is it like to attend this early years setting?

The provision is good

Children settle into the routines of the nursery well. Staff gather information from parents and carers to enable them to support children from the very start of their nursery life. Staff know children well. They plan activities to support children's learning through their interests and what they observe. Staff prepare engaging resources and activities that motivate children to be curious and to learn. Children share a sense of belonging. They are keen to introduce themselves to visitors and tell them about their nursery.

Children spend time learning outdoors. For example, they eagerly make 'moon soup', using money as they role play being at the shops. Staff use activities to support children's understanding of healthy eating and lifestyles, and promote physical exercise and skills. They praise children for trying hard and following the 'golden rules'. Children keenly add stickers to their golden stars. This motivates them to learn. Children behave very well.

Overall, staff teach a wide curriculum through children's interests and what they need to learn next. Children are curious about the world around them and how things work. Staff provide opportunities for children to investigate and explore. Staff support children to be active in their learning. Children eagerly problem solve as they balance on obstacle blocks, manipulate play dough to make spooky shapes and decide on the tools they need to decorate pumpkins.

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

- The curriculum is well designed and sequenced to support children's learning. Staff use activities to extend children's learning through their interests. For example, they encourage older children to confidently use mathematical language during role play as they compare quantities and weigh different vegetables. Younger children demonstrate their understanding of 'full' and 'empty' when playing with water. This support develops children's early mathematical skills.
- Generally, staff carefully consider what they want children to learn. They have designed a curriculum that places a strong focus on the skills children need to learn in life. However, on some occasions, staff are not precise on what they want children to focus on specifically during planned activities. This means that some planned activities do not support children's individual next steps in learning.
- Staff encourage children to make choices, participate in new experiences and develop resilience while fostering their independence. Staff teach children the importance of health and hygiene. For example, at mealtimes, children learn why they must wash their hands. Staff talk about the benefits of healthy foods

that they enjoy. This helps children to develop healthy habits for later life.

- Staff acknowledge children's diverse cultural backgrounds. They explore special events with children, such as Black History Month. This helps children to feel respected and included in a well-balanced environment. Children develop a sense of belonging through carefully planned experiences that foster their self-awareness.
- Staff support children's communication and language skills well. Babies enjoy staff singing nursery rhymes to them and show an interest in books. Staff provide older children with opportunities to extend their language skills. For instance, they ask relevant and effective questions to encourage children to think more deeply and share what they know. Staff introduce new words to extend children's vocabulary. Children confidently use these words during their conversations.
- Partnerships with parents are strong. Parents feel informed about their children's learning and receive ideas of how to support their development at home. For example, staff share regular reports with parents to show the progress their children have made. Parents often use the nursery lending library to share books at home. This helps to develop children's love of books from an early age.
- Leaders have a robust system in place to support the curriculum and a culture of learning and development. They provide a foundation for staff's future professional development as training is embedded in their approach.
- Leaders reflect on practice and work with staff to make adaptations and improvements. For instance, they have recently introduced a communication diary to ensure that key messages are shared and communication between the staff team is effective. Staff feel valued and motivated in their roles. This creates a positive environment, where children's learning and development are consistently supported.

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:

- strengthen support for all staff to consider more specifically what they want children to learn when planning activities, to help them to continue to make good progress in their learning.

Setting details

Unique reference number	EY413099
Local authority	Lambeth
Inspection number	10399273
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	85
Number of children on roll	80
Name of registered person	CLNS Limited
Registered person unique reference number	RP526398
Telephone number	02088358500
Date of previous inspection	26 November 2019

Information about this early years setting

Cavendish Lodge Nursery registered in 2010 and is located in Streatham, in the London Borough of Lambeth. It is open from Monday to Friday, from 8am to 6pm, all year round. The nursery closes for one week at Christmas. The provider employs 42 members of staff, of whom 23 staff hold appropriate early years qualifications ranging from level 3 to level 6. The setting offers government funded places for early years children.

Information about this inspection

Inspectors

Melissa Seetal
Tracey Murphy

Inspection activities

- The inspection started on 18 September 2025. An inspector returned on 29 October 2025 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The manager completed a learning walk with the inspector and discussed the early years foundation stage curriculum.
- The inspector and manager completed a joint observation and evaluated the impact of teaching on children's learning.
- The inspector observed the interactions between staff and children throughout the day.
- Parents shared their views of the nursery with the inspector.
- The provider showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to children and staff during the inspection to gain their views.

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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