

# Inspection of Cherrylands Nursery

Sopwith Drive, Brooklands Business Park, Weybridge, Surrey KT13 0YU

---

Inspection date:

27 May 2025

---

## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

There are breaches in relation to the safeguarding and welfare requirements that directly impact on the quality of care and education that children receive. For instance, teaching is variable. Although staff identify what they want children to learn, they do not consistently provide a challenging curriculum that enables all children to make the progress they are capable of. This results in some children wandering aimlessly around, which does not enable them to engage and show a good attitude to learning. There are also weaknesses in staff's understanding of managing safeguarding concerns. Additionally, staff do not always ensure that they implement agreed practices, such as in relation to staff deployment and risk assessments. This compromises children's safety and well-being.

Despite these weaknesses, staff are friendly and kind and children generally enjoy their time at nursery. Staff respond promptly when children need emotional support. They offer children cuddles and reassurance when they are feeling unsettled. Children respond positively to these warm interactions, which helps them to build bonds with staff.

Overall, children are supported to do things for themselves. For instance, children are encouraged to take off their shoes and put on their wellies before they go outside to play. This helps children to develop their independence skills.

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

- The provider recently notified Ofsted of a significant event, in line with the requirements of registration. Since this incident, leaders have taken some steps to support staff to improve their supervision of children. This includes reminding staff to communicate with each other so they can deploy themselves effectively. However, the measures put in place do not go far enough to ensure children's safety. As such, children do not consistently benefit from appropriate supervision. For example, staff do not organise the daily routines well, including during mealtimes. Staff often leave the tables while children are eating. This does not enable them to ensure that children remain within sight and hearing, so that they can respond promptly if children need urgent assistance. Therefore, this does not help to keep children safe.
- Staff have good knowledge of their key children. They work with parents and other agencies to ensure that appropriate information is shared. Staff track children's progress, which enables them to identify what children have learned. However, although staff know what they want children to learn next, they do not consistently implement teaching well to precisely target these next steps. For example, not all staff recognise when to step in to extend children's learning as they follow their interests. Therefore, learning is often incidental, and children do

not consistently benefit from meaningful interactions that build on what they already know and can do. This results in children often standing around with little support from staff to help them engage in activities or experiences. This does not enable children to develop a positive attitude to learning.

- Staff do not consistently ensure that routine risk assessments are implemented. For instance, when staff take children out into the garden, they do not identify and manage potential hazards. This does not enable them to help keep children safe.
- Leaders and staff do not have secure safeguarding knowledge. Although they recognise the signs and symptoms of abuse, they do not fully understand the procedures they must follow if they have any safeguarding concerns. This does not ensure that any safeguarding concerns are managed appropriately, in line with local procedures, in order to assure children's welfare.
- Leaders consider ways to support staff in their practice, such as keeping them informed of any changes to their policies and procedures. However, staff do not receive effective coaching, mentoring and support to enable them to have a secure understanding of their roles and responsibilities. This leads to several areas where practice is weak, such as staff safeguarding knowledge, the management of risks, staff deployment and the quality of teaching. This does not ensure that children receive the care and support they need to promote their safety and continued learning.
- When teaching is more successful, staff support children to learn and recall new information. They introduce new words to children, and they support them to use these in context. For instance, as staff teach children about the life cycle of a butterfly, staff introduce the word 'chrysalis'. Staff encourage children to recall these words as they read a book about butterflies. This helps children to remember new information.

## Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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

**To meet the requirements of the early years foundation stage, the provider must:**

|                                                                                                                         | Due date   |
|-------------------------------------------------------------------------------------------------------------------------|------------|
| improve staff deployment to ensure that children are supervised effectively at all times, particularly during mealtimes | 10/06/2025 |

|                                                                                                                                                                                    |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| improve teaching to ensure that it is consistently good for all children and provides them with appropriate challenge                                                              | 10/06/2025 |
| improve risk assessments to ensure that potential hazards are identified and managed appropriately                                                                                 | 10/06/2025 |
| ensure all staff have secure safeguarding knowledge and are aware of the procedures for managing safeguarding concerns that are in line with the local safeguarding partnership    | 10/06/2025 |
| ensure that the arrangements to provide staff with coaching, mentoring and support are effective, to help them to gain a secure understanding of their roles and responsibilities. | 10/06/2025 |

## Setting details

|                                                    |                                    |
|----------------------------------------------------|------------------------------------|
| <b>Unique reference number</b>                     | 119979                             |
| <b>Local authority</b>                             | Surrey                             |
| <b>Inspection number</b>                           | 10397748                           |
| <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>                      | 30                                 |
| <b>Number of children on roll</b>                  | 42                                 |
| <b>Name of registered person</b>                   | Cherry Childcare Limited           |
| <b>Registered person unique reference number</b>   | RP904322                           |
| <b>Telephone number</b>                            | 01932 354175                       |
| <b>Date of previous inspection</b>                 | 27 February 2020                   |

## Information about this early years setting

Cherrylands Nursery registered in 1995 and operates from Weybridge, Surrey. The nursery employs nine members of childcare staff, seven of whom hold childcare qualifications at level 2 or 3. The nursery is open from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education.

## Information about this inspection

### Inspector

Hayley Kiely

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 had on children's learning.
- Parents shared their views of the setting 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](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 <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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025