

Inspection of Cherrylands Nursery

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

Inspection date: 12 September 2025

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 in this setting receive good care and education from friendly, kind and knowledgeable staff. Children are warmly greeted when they arrive, which gives them a sense of belonging. Staff have created a nurturing and stimulating environment where children settle in quickly and immerse themselves in play and activities. Children that are new to the setting benefit from consistent reassurance, comfort and care. Staff gather valuable information about care routines, learning and the support required. As a result, new children settle quickly and develop confidence to play and explore their new surroundings. The children's personal, social and emotional development is supported well.

Children have regular opportunities to participate in outdoor learning and play. They delight in being outside in the fresh air and move around freely with confidence. Staff supervise children well as they run around, climb and develop their physical agility. Children demonstrate friendly behaviours as they invite staff and other children into their play. For instance, children are deeply engrossed in role play in the construction area. Staff discuss their creations with them and offer ideas, guidance and support. Children say they are builders and skilfully balance foam bricks as they build houses. They laugh as the bricks wobble and anticipate them falling.

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

- Managers have worked tirelessly to address the identified weaknesses during the previous inspection. They have increased oversight of risk assessments, improved child supervision and enhanced staff coaching and teaching. This has helped staff gain a deeper understanding of their roles and responsibilities, including safeguarding children and protecting their welfare.
- Managers value their staff and offer effective support through supervision sessions. Staff have access to a wide range of training to help them improve their skills. Staff say that they feel their well-being is a priority, and they receive the support they need to build their confidence.
- The curriculum is well sequenced with clear aims for children to learn. Staff understand what they are teaching children and support them to build on their skills as they transition through the rooms. Staff monitor children well and plan activities around their specific goals and interests. However, at times, some staff members do not always identify occasions where children's learning could be broadened to encourage deeper thinking and learning. This can impact on children's engagement during activities.
- Staff support children's communication and language skills effectively. For instance, babies enjoy singing sessions where they investigate musical instruments, babble and explore sound. Additionally, staff are enthusiastic as

they read stories, ask children questions and share back-and-forth interactions.

- Children with special educational needs and/or disabilities (SEND) receive the targeted support they require to develop. Staff recognise the importance of working in close partnership with outside agencies and parents or carers. This helps to create individualised plans that provide tailored goals. In addition, staff undertake specific training to improve their awareness and knowledge. This contributes to the progress children with SEND make.
- Staff promote independence to encourage children to learn self-care skills. For example, babies hold their spoons as they begin to feed themselves, and older children help set up tables and self-serve their food. Children like the social aspect of mealtimes. They enjoy healthy, nutritious food and are monitored well by staff as they eat.
- Managers and staff have created an inclusive culture where all children's ethnicities and backgrounds are celebrated. Staff evaluate the environment and reflect on their practice to understand how they support children who speak English as an additional language (EAL). For example, they have created EAL bags to send home to assist parents with home learning. Staff establish clear routines and use repetition and visuals to support children's understanding. Children develop trust and confidence in those that care for them.
- On the whole, staff support children effectively as they learn to regulate their emotions and behaviours. Staff recognise children's feelings, speak to children calmly and reinforce the code of kindness. However, on occasion, some messages communicated by staff are inconsistent. For instance, some children are asked by staff to tidy up, while others continue to play. This can be confusing to children as they are learning right from wrong and what is expected of them.
- Relationships with parents are of high importance to managers and staff. Parents express their fondness for staff and say that they are happy and content that their children are safe and making good progress.

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:

- support staff to recognise when opportunities arise to extend children's learning even further
- support children to know what is expected of them during all parts of the daily routine to help them maintain their good behaviour and positive attitudes.

Setting details

Unique reference number	119979
Local authority	Surrey
Inspection number	10409620
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 5
Total number of places	30
Number of children on roll	40
Name of registered person	Cherry Childcare Limited
Registered person unique reference number	RP904322
Telephone number	01932 354175
Date of previous inspection	27 May 2025

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

Kelley Ellis

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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