

# Inspection of CherryPark Nursery

Langstone Technology Park, HAVANT, Hampshire PO9 1SA

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Inspection date: 11 March 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 arrive at the nursery happy and ready to start their day. They confidently leave their parents and settle quickly, engaging in their chosen play with friends. Staff know the children and their families extremely well. For example, they gather key information from parents when children first start. Children develop secure bonds with the kind and nurturing staff, especially with their key person. For instance, babies approach staff for cuddles and reassurance, when needed. Older children proudly show staff their creations and artwork. Staff take time to admire their achievements, making children feel good about themselves. This helps children feel safe, secure, and develop a sense of belonging.

Staff plan a wide range of activities to support children's early literacy skills. For instance, they provide children with a range of books, that are attractively displayed in all areas of the nursery. Children demonstrate a positive attitude to their learning. For example, babies delight at looking at picture books with staff, who introduce new words and extend their language. Older children listen to staff read stories with enthusiasm. In addition, children have exciting opportunities to celebrate books, such as dressing up as their favourite book character. Staff skilfully provide on-going activities to build on children's love of stories and learning. Furthermore, staff encourage parents to continue children's passion for stories at home.

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

- Leaders and staff have devised an ambitious and well-sequenced curriculum. They have a clear vision of what they want children to learn, building on their current interests and individual needs. Staff carry out regular observations and plan precise next steps in learning, helping children to develop their self-confidence and skills they need for the future. This includes children with special educational needs and/or disabilities. For instance, staff work closely with parents and other professionals to develop targeted plans and put swift interventions in place. They use additional funding to support and meet the needs of intended children. As a result, all children make good progress.
- Staff support children to be independent from an early age. For example, babies learn to feed themselves with spoons at mealtimes. Toddlers wipe their own noses, disposing of tissues hygienically. Older children put on their coats before going outside and tidy away their toys. Staff teach children about hygiene practices, such as washing their hands after using the toilet and before mealtimes. This helps children to manage their own self-care skills.
- Staff are good role models. They use gentle and positive reminders with children during their play. For instance, staff offer lots of praise when children share resources, patiently wait their turn, and play cooperatively together. Staff

support minor conflicts by talking to children about what is happening. They discuss what children can do to resolve the situation. This supports children to behave well and develop good social skills.

- Staff support children's growing communication and language skills well. They model good language and develop children's vocabulary through play. For example, staff working with babies pay close attention to their nonverbal cues and narrate what they are seeing. Older children learn new words and their meaning, such as 'seeds' and 'stems'. Staff ask lots of open-ended questions, which helps to strengthen children's language skills and develops their vocabulary.
- Overall, staff manage daily routines well, which children are familiar with. For example, when staff ring a bell, children know that it is tidy up time, in preparation for the next part of their day. However, at times, some transitions during the day are not as well organised, such as before mealtimes. For instance, younger children wait short periods of time for activities to start, and older children become distracted by the noise level in the room. This means, during these times, children become disengaged in their learning.
- Leaders and staff are passionate about their roles. Staff report that they enjoy working in this nursery and feel well supported. Leaders recognise staffs hard work and achievements and celebrate this as a team. They focus on providing relevant training, coaching and supervision meetings to enhance staff knowledge and practice.
- Leaders and staff establish secure partnerships with parents. They continuously encourage parental involvement, such as inviting them into the nursery for social events and parent meetings. Staff provide parents with regular updates about children's learning and development through daily discussions, and an online communication system. Parents report that they are extremely happy with the progress their children make at the nursery and value the kind and caring staff.

## **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 implement more effective transitions between routine changes, to support children to stay engaged and focused in their learning.

## Setting details

<b>Unique reference number</b>	EY422863
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10378749
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	52
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Nursery Rhymes (H.I.) Ltd
<b>Registered person unique reference number</b>	RP527265
<b>Telephone number</b>	02392453926
<b>Date of previous inspection</b>	17 April 2019

## Information about this early years setting

CherryPark Nursery registered in 2014. It is situated in the grounds of a technology business park in Havant, Hampshire. The nursery is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. The nursery offers free entitlement funding for children aged from 9 months to 4 years. There are 17 members of staff, of whom 14 hold relevant early years qualifications.

## Information about this inspection

### Inspector

Kelli Wiseman

## Inspection activities

- The manager, deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during an activity.
- Parents shared their views of the nursery with the inspector.
- 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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