Cherish Childcare

Unique reference number (URN): 2816446

Address: St Mark's church, St Mark's drive, London, E8 2LJ

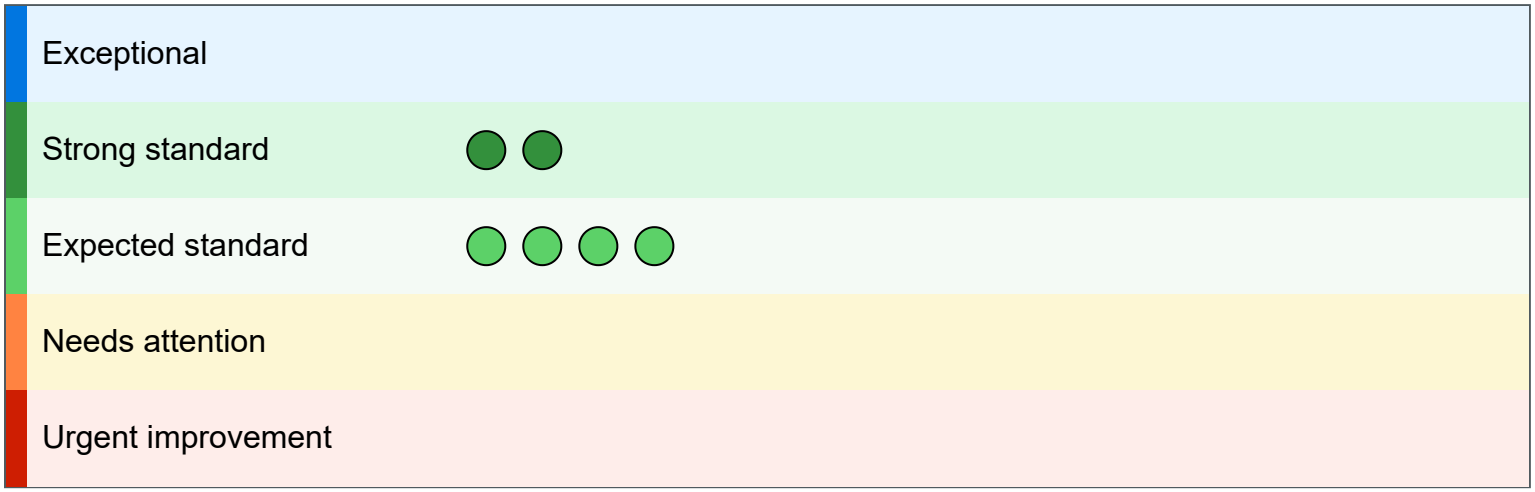
Type: Childcare on non-domestic premises

Registered with Ofsted: 12/12/2024

Registers: EYR, CCR

Registered person: Cherish Childcare Ltd

Inspection report: 17 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Behaviour, attitudes and establishing routines

Strong standard

Children feel secure and safe at the setting and confidently move from one activity to the other. Leaders and staff have fostered positive relationships with the children. Children trust staff and feel comfortable to ask for support when they need help. Children are encouraged to put their coats on independently to use the garden area during cooler weather. Older children put their coats on independently, while younger children are supported to put their coats on by adults. Children wash their hands after garden time and before lunch, helping them to build good hygiene habits. Leaders and staff have created a respectful culture where children manage their own feelings and behaviour. This is strengthened by specific teaching of feelings of emotions through stories. Children consistently show positive behaviour to each other and to their learning. Leaders and staff praise children for positive behaviour and reward them by giving them stickers. Sometimes, this is done by pre-school children to give them a sense of responsibility.

Children are encouraged to know about healthy foods. Healthy lunches are provided daily to support their physical development. This helps them to foster healthy habits. The hard work carried out by leaders on healthy eating has achieved the setting a Healthy Early Years London (HEYL) award for their efforts. Children have established routines that they follow consistently. For example, younger children know that nap time is after lunch and go to their own mats to lie down.

Parents and carers sign children into the setting using a register. They are expected to call in or email about any non-attendance. Leaders have flexible starting times and days to support children with barriers to their learning, including those with special educational needs and/or disabilities and those who are disadvantaged. This helps leaders and staff to monitor children who do not attend regularly and to address this.

Inclusion

Strong standard

Leaders swiftly identify children with special educational needs and/or disabilities (SEND), and those who are disadvantaged, on entry to the setting. They consistently work with outside agencies to get the right support for children with SEND. They liaise with parents and carers to support their children so the same support is given at home and at the setting to help children make progress from their starting points. Leaders and staff follow advice given by specialists to ensure that children are effectively supported, helping reduce their barriers to learning. Children who are disadvantaged are supported to reduce their barriers to learning through funding. Leaders use available funding to buy resources for a separate part of the outside area. Funding allows adaptations to be made, such as resources to use in a smaller garden area on days when the main garden is not accessible. This allows children to consistently have access to the garden area every day, making a sustained difference to their opportunities.

Children use the resources in the outside area to develop their large-muscle movements, such as running, jumping and kicking balls. Children from the toddler room build on their large-muscle movement outdoors by using scooters and balance bikes. This prepares them for the next stage of their development. For example, children move from crawling to kicking

a ball. Older children learn about insects using magnifying glasses to talk about their features and learn new knowledge, such as the number of legs a spider has. Leaders use funding effectively to support disadvantaged children, allowing them to enjoy music sessions alongside their peers. Staff support children with SEND effectively to participate in the sessions by singing and playing instruments. Leaders support children with strategies shared by specialists in the setting to help children access the resources and to make effective progress. For example, children begin to play alongside other children and access resources to make good progress.

Expected standard

Achievement

Expected standard

The aspirational curriculum created by leaders ensures children typically make progress and enjoy their learning. All children at the setting have individual plans worked on by all leaders and staff. Pre-school children's learning is extended in all areas of the curriculum to get them ready for the next stage in their development, including school or alternative learning. This ensures that they reach developmental milestones and stage-appropriate end points of the curriculum. Children in the toddler room are encouraged to use all areas of the nursery to allow them to learn from the pre-school children. All children confidently play alongside each other using magnetic shapes to make towers during a mathematics activity. Leaders and staff need to use questioning techniques to extend children's play when they change the intended learning.

Younger children follow older children in the outside area when they are running, going up and down the slide and playing with a ball. Toddlers are inspired by older children as they learn to run, kick a ball and enjoy time on the swings. This allows them to develop core strength and strengthen growing muscles for gross motor skills. Children use different writing instruments to mark make and develop their small-muscle movements, such as in their fingers. Older children hold pencils confidently when mark making. Toddlers do not consistently benefit from high-quality planning to support their physical development further.

Children's welfare and wellbeing

Expected standard

Children are assigned key persons based on the relationship that is formed between adults and children during settling periods. Leaders observe children during this time to decide on the most suitable person to support the children's wellbeing. Leaders encourage all staff to look after the wellbeing of all children. This ensures that all staff get to know each child well to support them effectively. Children know they can approach adults at the setting to answer any queries they may have. During lunch, adults sit with children and talk about the food they are eating. They use this discussion to plan a cooking activity involving making pizza at a later date.

Staff use strategies to support children with barriers to their learning, including those with special educational needs and/or disabilities (SEND), to help them access planned activities. Children have an established routine of brushing their teeth after lunch. Staff use actions to model how to brush teeth properly, and children follow along using their

knowledge of the sequence of movements to brush their teeth. This helps children to foster positive hygiene habits. Leaders and staff support children in their play by inserting themselves in activities. This teaches children with barriers to their learning, including those with SEND, how to play alongside their peers. For example, they support children by following what they are doing. This teaches children how to play happily alongside their peers.

Leaders want children to learn to regulate their emotions and have done lots of work to develop this for the older children. Children develop their emotions through listening to stories and acting them out. Staff read books on emotions and ask questions to gauge children's understanding of what they are listening to. Children are able to show different emotions when prompted to, such as 'angry', 'surprised' or 'sad'.

Curriculum and teaching

Expected standard

Leaders have a good knowledge of the children at the setting. This is achieved through assessment of children on entry to the setting and during planned activities. They use this knowledge to plan activities based on children's interests and what leaders want them to know. Children's interests sit alongside the planning of the curriculum, and this helps to ensure that they enjoy what they are learning. This allows children to make successful progress from their starting points. Children enjoy listening to stories during carpet sessions alongside their friends. They learn new vocabulary, which supports their language development. Leaders place a high priority on mathematics in all aspects of the curriculum. They make this a priority for the setting and ensure that it is covered during carpet sessions and woven into unstructured times, such as self-care routines. Leaders have designed the curriculum to ensure that children typically have access to all areas of the curriculum. The carefully planned curriculum inside enables children to enjoy their learning, helping them to flourish. However, the curriculum for those who prefer to learn outside is not consistently embedded. This means children do not experience the same learning inside and outside to maximise their learning.

Leadership and governance

Expected standard

Leaders encourage all staff to consistently work together to know about all the children at the setting. They expect staff to share their knowledge of each child on a daily basis. This allows them to support all children and help to plan activities that involve their interests. Staff plan next steps for children to prepare them for the next stage in their development, including school. They have high expectations for children at the setting to achieve, including for those with special educational needs and/or disabilities and those who are disadvantaged. Leaders support staff to plan for children in the toddler room to develop aspects of their development, such as large-muscle movements. However, this is not yet sufficiently embedded.

Leaders work collaboratively with parents and carers to improve aspects of the setting, such as the resources used for activities and the meals that are on offer for the children. For example, parents are invited to come into the setting to carry out cooking activities with the children to make healthy snacks. Leaders support parents to access the right specialist teams to help children with barriers to their learning, including funding. This improves the

chances of children getting the right support to help them make good progress from their starting points.

Leaders use their strong perceptions of the setting to identify priorities to improve the quality of provision. For example, mathematics is a key priority, and children are exposed to this throughout all areas of the setting. This helps to improve children's mathematical knowledge in readiness for the next stage in their development, including school.

Leaders constantly look for ways for staff to undertake professional learning with the borough. For example, staff are supported to gain the next level of qualifications or knowledge to improve the lives of the children at the setting and help them flourish. Leaders consistently find ways to reach all parents, including adapting methods of communication to allow all parents to access information about their children. This ensures all parents have up-to-date information about what goes on at the setting.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children form warm relationships with leaders and staff at the setting. They feel safe and cared for. Children feel confident when asking adults for support with the activities on offer. Staff readily support children when they need help. Children work and play well with other children at the setting, building good relationships. Pre-school children support children in the toddler room, fostering a sense of responsibility. Younger children enjoy playing with children from the pre-school room and learn from them. For example, older children are

given the responsibility of rewarding younger children with stickers for following the rules at the setting. The activities are planned with children's interests in mind and what they need to achieve to get them ready for the next stage in their development, including school. Children who have an interest in toy trains get to learn and achieve with this incorporated into their routine so that it is available as they first come into the setting.

Children with barriers to learning, including those with special educational needs and/or disabilities and those who are disadvantaged, are supported to take part in activities with the support of staff. During music lessons provided by staff and specialists on a weekly basis, children get to sing, dance and play musical instruments with their friends. Funding is used to help children to make progress ready for their next steps. Parents and carers are invited to make contributions to the lunch menu to help make it more healthy. Children and their parents are warmly received into the setting each morning, helping children to settle quickly ready for their day. Parents are given flexible starting times to help improve attendance. Attendance is tracked using a register, with absences followed up by phone calls on the same day. This helps to improve attendance at the setting.

Next steps

- Leaders should support all staff to support toddlers' physical development.
- Leaders should review the curriculum for children who prefer to learn outside to support their achievements further.

About this inspection

The inspector spoke with leaders during the inspection.

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.

Inspector:
Tricia Minlah

About this setting

Unique reference number (URN): 2816446

Address:
St Mark's church

St Mark's drive
London
E8 2LJ

Type: Childcare on non-domestic premises

Registration date: 12/12/2024

Registered person: Cherish Childcare Ltd

Register(s): EYR, CCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 08:00 - 18:00

Local authority: Hackney

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 17 September 2026

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

30

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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