



Cuddles Day Nursery

Inspection report for early years provision

Unique Reference Number	EY270251
Inspection date	07 July 2006
Inspector	Christine Coram
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Registered person	Cuddles Day Nursery Limited
Type of inspection	Integrated
Type of care	Full day care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Cuddles Day Nursery is privately run. It opened in 2003 and operates from premises that are purpose-built. It is situated within the grounds of Rossmore Community College, in a busy residential area of the Parkstone, Poole. A maximum of 90 children may attend the nursery at any one time. The nursery is open each weekday from 8.00 to 18.00. The provision is open for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 116 children aged from six weeks to under five years on roll. Of these, 42 children receive funding for early education. Children come from a wide catchment area, as the facility is available for use by members of the local community, as well as those from surrounding areas. The nursery currently supports children with learning difficulties and/or disabilities.

The nursery employs 22 members of staff. Of these, 18 hold appropriate early years qualifications. Two are working towards a qualification and eight are working towards further qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's hygiene is promoted well through thorough hand washing routines. The older children wash their hands before snack and after toileting. The younger children use a low-level sink in their room and are well supported by staff. Children learn to manage their own hygiene needs. For example, if children drop cutlery, clean items are quickly given and the child told not to use the one that has been on the floor because it is dirty. The hygiene needs of children wearing nappies is also promoted well through very clear procedures for nappy changing including use of aprons and gloves, a clean glove used to apply cream, and cleaning the mat between children. Cross infection between children is minimised because cot sheets for each child are stored in individual, marked baskets and washed frequently. A toy-cleaning rota ensures that all equipment is also washed frequently.

Children who have accidents in the setting are protected because there are a number of staff with current first aid qualifications. Accidents are recorded on a comprehensive three-part form, including a section completed by team leader who assesses the incident and notes any further action needed. All accident forms are assessed and evaluated. Any changes needed are then made, for example, sending reminders to parents about suitable footwear for outdoor play.

Children with dietary needs, allergies, vegetarian or cultural requirements are protected very well. Excellent information available on a chart and on 'I am special' posters for individual children with details of allergies and dietary needs, symptoms, what to do if a child has a reaction and a photograph of the child. Children's understanding of nutrition and healthy eating are promoted particularly well. They have charts for 'five a day'. Children stick on pictures of the fruit and vegetables they have had that day. Children are very aware of healthy eating. A child commented on the fact that his orange was healthy. Children confidently list which foods are bad for their teeth. Healthy snacks of varied fruit are offered. These include apple, orange, pear and soft fruit. Drinks of fruit juice such as orange or cranberry, water and milk are offered at snack time. Children are able to have hot meals supplied by the borough or bring their own meals. They have excellent access to drinking water. All children have a cup or bottle of water available to them to help themselves to at any time. Water dispensers are also available with a sign inviting children to help themselves.

Children have very frequent opportunities for physical play and fresh air in the large and well equipped outside play area. Physical play equipment in the rooms also means that even the young children are adept and confident at climbing. Babies are encouraged to roll, stretch and stand as appropriate for their age. They are encouraged to be confident movers through enthusiastic play with staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and adults are welcomed into child-orientated premises. The rooms are colourful, attractive and stimulating with children's work displayed including items hanging from the ceiling, which move and catch the eye. The premises are very clean and well maintained.

The children are cared for in secure premises that are accessed only through a buzzer system. All visitors are asked to sign a record so that staff know who is in the building. The building is safe. It is purpose built and all the equipment is suitable for the ages of the children in each area. Children are further protected by extremely comprehensive risk assessments.

There is plenty of space in all areas for children to move around and play in safety. Toys and equipment are in very good condition and are checked regularly. Children are kept safe from possible abuse or harm because staff have a clear understanding of child protection issues. They know their responsibilities and have a good understanding of the role of the nominated child protection staff member. Comprehensive written procedures are in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages have a good range of play equipment and activities, including sensory and tactile play. There is a happy and busy atmosphere throughout the setting. The care of babies and toddlers is sensitive and appropriate. They benefit from their own routines being followed and from stimulating play. They have plenty of physical contact with staff and much encouragement through gestures, facial expression and verbal communication. Children make good progress in communication as staff make eye contact and ask appropriate questions. Staff listen to them and value their contribution which encourages them to speak. Staff repeat key words and encourage them to say these where appropriate. Their attempts are consistently praised.

Children are very independent and confident in environment and within their routines. They make choices about their activities because resources easily accessed throughout. Even the babies can, and do crawl to open shelving and select toys for themselves. Children are happy and well occupied. Interaction and input from staff are very good throughout the setting.

Nursery Education.

The quality of teaching and learning is good. Staff are well qualified and generally have a good understanding of the foundation stage curriculum. They are confident to say what children will gain from each activity. Staff are very encouraging and use phrases such as 'it would make me very proud if you would...' and 'good finding'. Teaching methods are varied and include small and whole group sessions, which are interactive and provide demonstrations for children to follow. These mostly hold the children's attention well.

Planning is detailed and effective. The stepping stones are covered through a good variety of experiences and activities. The recording of the planning is clear and enables staff to see what is expected of them. Recording of children's progress is also clear. Varied methods are used and observations evaluated. Individual targets for the next steps are recorded and evaluated. Key workers also complete sheets that track the learning of the whole group and are used in future planning. Staff and resources are well organised and equipment is accessible to the children for their free choice. Children with special educational needs are well monitored and supported. The individual education plans are drawn up in conjunction with their parents and health professionals.

Children are very confident and independent. For example, they put music on the CD player. They know that they need to tidy up when the sand runs out in the large timer, and all pour own drinks, passing the jugs to each other. Children's confidence is built, as their contribution is valued. For example, a child reports that a toy is missing from the set; staff tells the others that he has reported this and to help to look for it. They show great pride and excitement, calling: 'Look what I've made!' They relate very well together and begin to show care and concern for each other. A child reminded his peers before a game that 'you don't have to if you don't want to'. They are generally very well behaved and considerate to each other.

Children develop good language for communication. They use varied vocabulary and good sentence structure saying: 'they were like flying ants things' and 'excuse me, they're making my new trousers wet', for example. They enjoy stories and remember details such as what 'gruffalo' has on his back and that the wart on his nose is poisonous. They learn about sounds through clapping the rhythm of their names and making up a rhyme to their name. They make use of the many opportunities for mark making in purposeful situations such as writing prescriptions in the role-play area. Their writing includes some recognisable numbers and letters. They demonstrate excellent pencil control when tracing a picture with care, for example.

Children's mathematical skills are developing well. Children accurately count eight children on a table and select the correct number of cups. They develop skills in calculation and problem solving as the member of staff asks how many more do they need. They give the correct answer. They develop understanding of shape and measure through activities such as matching shapes. They can name basic shapes such as circle and square.

Children show a keen interest in the natural world. They greatly enjoy watching the giant snails move and their eggs hatch. They grow food to support healthy eating

such as peas and beans. The peas are picked and taken out of the pods. They will then be cooked and eaten by the children to see the process through from the start. They construct with a purpose in mind, for example with the commercially produced construction toys. They have free access to technology area and use items such as tape recorder and computer with great confidence. They learn about other cultures through activities based on the Japanese festival of Tanabata, for example.

Children demonstrate creative skills through free creative activities. For example, they decorate paper as they choose with coloured sand, glitter, different textures and coloured paper. They enjoy music and choose to play some on the CD player. They find a cape and begin to dance to the rhythm with great joy and enthusiasm, calling others to join in. They are involved in role-play such as imitative play, using toy irons and cleaners for the purpose. A child 'irons' item of clothing, moving it around and folding it - puts it away after use. They demonstrate imagination and humour, for example, saying 'If the snail was on a horse that would be funny'.

They have confidence and enjoyment in the physical skills they develop. For example, they move with great delight to music, waving arms and jumping energetically. They show competence in using equipment. They manipulate large pegs and screws and use spanner as a hammer to knock them in. They pour from jugs with care and accuracy and make good attempts to hit a ball with a bat. They know about healthy food and those that are good for their teeth and readily volunteer this information.

Helping children make a positive contribution

The provision is good.

Children clearly have a sense of belonging to the setting and to their groups. This is fostered, for example with name cards with children's photographs which encourages even the younger children to self-register and reinforces their understanding of themselves as part of a wider group. Children's knowledge and acceptance of the wider world and of diversity in society is fostered through very comprehensive equal opportunities policies and procedures. Some very attractive images promote this positively and children learn about different cultures and practices through projects relating to festivals from around the world.

Staff's knowledge of individual children is clear throughout nursery. For example, staff are able to describe how the children in one particular group need practice at threading. Because they know each child's ability well, the individual needs of the children are met. Those of children with specific requirements are met through close liaison with parents and health professionals. Staff carefully observe all children and identify areas of concern when they arise. These are followed up and fully discussed with parents.

Generally, children's behaviour is managed well, although there is some lack of consistency amongst the staff in the methods used. In most cases, behaviour is managed in a very positive way with children encouraged to have 'kind hands' and to be 'kind friends'. Older children are beginning to negotiate and with each other to resolve issues. For example, with support, a child asks her peer to move to let her

into the circle. Staff provide excellent role models of good behaviour.

Children social, moral, spiritual and cultural development is fostered.

Partnership with parents is good. With younger children, a diary is used for two-way communication. Information includes food eaten, nappy changes and sleeps. Parents can comment if they wish or use this to communicate with staff. Each book is checked as the child arrives to see if there is relevant information in them. The books provide effective communication. Parents of funded children are given the relevant information about the curriculum in the form of a parent's pack and additional leaflets. They are satisfied with the level of information about the activities and their child's progress. They have access to their child's record of achievement and discuss the child's activities on a daily basis. However, few suggestions are made to include parents in children's learning. There is an open and effective relationship between parents and staff. A white board is used to notify parents of the activities of the day.

Organisation

The organisation is good.

Appropriate adults care for the children because there is a robust system in place to recruit and check new staff. The team of staff have a good level of qualifications and demonstrate a commitment to up-dating their learning through attending additional short courses and workshops. Children are supported in their activities as staff-to-child ratios are met throughout the setting. Staff are well deployed and space is organised very well. All areas have plenty of space and this is equally well used, both indoors and outdoors. Comprehensive policies and procedures are in place and a detailed complaints log is available to parents on request.

The setting meets the needs of the range of children for whom they provide.

Leadership and management of the setting are good. The registered person has clear vision for nursery education. An improved system for staff appraisals has recently been introduced and these are undertaken on a regular basis. Monthly staff meetings are held and used effectively for training and other issues. There are very clear procedures in place for staff induction. Staff are motivated and committed to their work. This is achieved through a desire to provide the best conditions for their employment and work, and through frequent interaction and support.

A very clear system is in place to monitor and evaluate the provision for nursery education. A foundation curriculum manager plans with all staff and team leaders and oversees all planning. She also spends time in each room on regular basis and checks all paperwork. A very effective monitoring system is now in place with action plans for each room. A monthly check is undertaken by senior managers for each area, once with team leader there and next time without. Issues identified are then addressed. The registered person and her staff have a clear commitment to the development and on-going improvement of the setting.

Improvements since the last inspection

At their last inspection, the setting were asked to consider the organisation of space, resources and deployment of staff, and to review the systems in place for monitoring the effectiveness of the nursery. These have been addressed very successfully. The organisation of the setting is now very effective. Children have a well-organised day. Resources are easily available and staff are deployed well. The system for monitoring the effectiveness of the setting is detailed and clear. It works well in practice to ensure that both children and staff have a satisfying and fulfilling experience at the setting.

Complaints since the last inspection

Since the last inspection in April 2005, Ofsted have received some concerns. In October 2005, concerns were raised under National Standards 1: Suitable Person, 2: Organisation, 6: Safety and 11: Behaviour. These were that staff were unable to manage children's behaviour appropriately, electrical sockets were not covered, supervision was generally poor, and that there were safety issues with staff footwear and the fire doors. We made an unannounced visit and found no evidence that the National Standards are not being maintained at the nursery. We took no further action. The nursery remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review management of children's behaviour to make sure that there is consistency across the staff team

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop partnership with parents with particular reference to involving them in their children's learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk