

Cuddles Day Nursery

Inspection report for early years provision

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Inspector Michael Barron

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Cuddles Day Nursery is a purpose built nursery which opened in September 2003. The nursery is situated within the grounds of Rossmore Community College, in a busy residential area of the Parkstone district of Poole. The facility is available for use by members of the local community, as well as those from surrounding areas, and includes disabled access to the setting and adequate facilities for the disabled. The nursery is registered to care for maximum of 90 children under 8 years; of these, not more than 48 may be in the early years age group, and of these, not more than 18 may be under 2 years. There are currently 119 children from six weeks to under five years on roll. This includes 10 funded three year olds and 48 funded four year olds. Children attend a variety of sessions. The setting supports children who have special needs and who speak English as an additional language. The setting follows the 'Early Years Foundation Stage' programme. The nursery is open from 8.00 to 18.00 each weekday. There are 20 staff currently employed, the majority of which hold at least level 2 childcare qualifications with some staff holding level 5. The Manager has relevant qualifications and experience to enable her to carry out her role. The organisation is overseen by the owner/proprietor, who also owns another nursery and an out of school facility in the Poole area. The setting is on the compulsory Childcare Register, the voluntary Childcare Register and the Early Years Register. Access to all parts of the nursery is very easy for disabled children.

Overall effectiveness of the early years provision

The overall quality of provision is outstanding and meets the needs of individual children very effectively. Parents really appreciate the high level of care provided and are pleased that their opinions are regularly sought and that any concerns they may have are dealt with very effectively. Provision for staff professional development is very good and staff work very hard to ensure that the needs of children are fully met. Staff display a very good knowledge of the Early Years Foundation Stage framework and, as a result, all children, including those with learning difficulties and/or disabilities, and the very small number of pupils for whom English is an additional language, are given outstanding support and achieve very well. Improvement since the last inspection has been good and the fact that the nursery has very recently been highlighted for its exemplary practice and high quality services to families in a national magazine is just one of several indications that the setting has the capacity to maintain continuous improvement in the future.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance provision for supporting children whose first language is not English

The leadership and management of the early years provision

Outstanding leadership and management are at the heart of the nursery's success. The nursery manager is an excellent leader who is dedicated to ensuring the highest standards of provision for children. She is very well supported by the senior management team and also by the nursery's owner, who is totally committed to ensuring children have the highest quality of care. Together they have ensured that systems to monitor the effectiveness of provision are comprehensive and used very well to improve the nursery's practice.

Management is split into two fields. The nursery employs an administrative manager to take some of the burden off the nursery manager. This allows the nursery manager to work alongside other adults in the nursery environment and identify areas in need of improvement. This links very effectively to staff professional development. Staff morale is extremely high and they know exactly what their individual roles and responsibilities are and are dedicated to ensuring the needs of all children are fully met. Details of the courses they have attended and the certificates and diplomas they have been awarded fill the walls of the nursery's corridors.

All required documentation is fully in place and where appropriate treated as confidential. Policies and procedures are comprehensive and deal with all areas of the nursery's work. Risk assessments are comprehensive and cover all aspects of the provision. Staff are well trained and very clear about their roles and responsibilities. They are very well deployed and work extremely well as a team to support children in their development and learning. They enjoy their work and comment that they receive very good support from management. Systems to vet new staff and ensure they are suitable to work with children are rigorous and applied fully.

The setting has developed a strong partnership with both the local community and also with parents, who are very happy about the high level of care and support their children receive. Parents' evenings are held regularly and parents are kept informed about aspects of the provision in a variety of ways, including baby unit communication books, PowerPoint displays in the nursery entrance and regular parents' evenings and newsletters. Information regarding children's health, welfare and development is shared confidentially with the respective parents on a regular basis.

The quality and standards of the early years provision

There is a very strong emphasis on developing the whole child throughout the nursery. Children appear happy and confident and at ease with staff, who interact with them sensitively and purposefully at all times. They treat children as individuals with specific individual needs and capabilities, and encourage them to work at their own pace at a range of child-initiated and adult-led activities designed to make them want to learn more. Even the youngest children appear to

be confident learners and are pleased to share their experiences with adults. Babies giggle excitedly when their wooden building blocks eventually tumble down and two year olds cannot hide their sense of delight when they are encouraged to sing and make loud musical noises with percussion instruments. Older children are happy to explain why the baby ducks in their classroom like to swim instead of fly. As one child confidently put it, 'They only have little wings'.

Children's welfare is at the heart of provision. Health and safety is very well promoted and children work and play in a very clean and extremely secure environment. They learn the importance of staying safe and healthy from an early age. Behaviour and attitudes are outstanding and this is evident throughout the nursery as children continue to develop the skills that will contribute to their economic well-being. Children thrive in this setting because it has a very inclusive ethos which encourages them to make a positive contribution to their community. Children show a growing interest in early mathematics and aspects of literacy, including writing. Even the youngest display good communication skills for their age and interact with other children and adults very well. Older children are aware that their actions can affect others and so treat other children with respect. Children listen attentively and are happy to share and to take turns. Younger children cuddle dolls and enjoy role play, whilst older pupils smile as they work together very well on computers and seem adept at using the mouse and keyboard successfully. Overall, children enjoy all aspects of the nursery, especially the attractive indoor environments and the extremely well resourced outdoor area, which provides them with excellent opportunities to explore and develop their imaginations whilst very effectively building up the skills associated with outdoor play.

The nursery has developed very good procedures to monitor and support children requiring extra help with learning and this ensures that this group of children make the same very good progress as all the others. However, staff are aware that the number of children who are bi-lingual or have English as a second language is set to rise in future and have identified enhancing provision for supporting these children as a priority for improvement.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met