

# Cloud 9, at St Bernadettes

Inspection report for early years provision

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EY338999

**Inspection date**

18/05/2011

**Inspector**

Janet Keeling

**Setting address**

Staffordshire County Council, St. Bernadettes RC Primary  
School, Lindale Drive, Wombourne, Wolverhampton, WV5  
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**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Cloud 9 at St Bernadette's opened in 2007. It is a privately owned nursery and operates from facilities at St Bernadette's Roman Catholic Primary school in Wombourne, Staffordshire. Children have access to an enclosed outdoor play area. The nursery serves children and families from the local and surrounding areas.

The nursery is open Monday to Friday from 8.30am to 5.30pm, closing only for bank holidays and Christmas. A maximum of 24 children up to the age of five years may attend at any one time. Currently there are 50 children on roll, all of whom are within the early years age group. It is in receipt of funding for early years education. Children attend for a variety of the sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It is registered by Ofsted on the Early Years Register.

There are five members of staff who work directly with the children. Of these, four hold National Vocational Qualifications (NVQs) at level 3. One member of staff is currently working towards a NVQ at level 2. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and thoroughly enjoy their time at the nursery. Staff work well as a team and strive to offer an inclusive and welcoming service where all children are valued as individuals. They provide a range of enjoyable activities which take account of children's interests and learning needs and, as a result, children make good progress in their overall development. The nursery is welcoming and has a good range of equipment which is generally well accessed by the children. Effective partnerships with parents and other early years professionals have been established, ensuring children's needs are fully supported. All staff demonstrate a positive commitment towards the sustained and continuous improvement of the nursery.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve opportunities for children to self-select resources in order to maximise their independence and choice
- enhance the two-way flow of information with parents by updating the nursery prospectus to include information on the Early Years Foundation Stage framework.

## **The effectiveness of leadership and management of the early years provision**

Good priority is given to safeguarding and protecting children. All staff have a good understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Criminal Records Bureau checks are completed for all staff to ensure their suitability to work with children. Effective recruitment and vetting procedures are in place, together with induction procedures for new staff. Staff have a good understanding of health and safety issues. Risk assessments are completed and reviewed yearly. Daily safety checks are in place and cover all aspects of the environment and, as a result, hazards to children are fully minimised. Staff routinely verify the identity of all visitors to the nursery and have a visitors' book in place. The learning environment allows children to move freely between the indoor and outdoor areas with most resources being easily accessed by the children. However, some resources are kept in cupboards and are not readily accessible to the children. This limits children's choice and independence skills. Staff are deployed effectively to ensure that children are supervised safely at all times.

Staff are positive role models, work well as a team and strive to improve their practice. Recommendations made at the previous inspection have been addressed. The nursery's self-evaluation system, together with parent questionnaires, helps staff to identify strengths and areas for improvement. Weekly staff meetings provide valuable opportunities for staff to discuss planning while regular appraisals enable managers and staff to reflect on their practice. There is a shared vision for inclusive practices, ensuring that every child can achieve as well as they can regardless of their background. Consequently, children are fully included and integrated into nursery life. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated. For example, all staff attend first aid, safeguarding and food hygiene courses on a rolling programme, which supports children's care and well-being.

Partnerships with parents and carers are good. During the inspection parents spoke very highly of the nursery. Comments included, 'staff are caring, approachable and very supportive', 'nursery is an enjoyable experience' and 'we are kept well informed about our child's learning'. Several parents commented that their children had progressed very well since starting at the nursery. Effective settling-in procedures are tailored to meet children's individual needs and help to support them in their transition from home into the nursery. Parents receive a prospectus prior to their child commencing at the nursery which contains information regarding the running of the organisation. However, it does not contain information on the Early Years Foundation Stage framework for the parents to view. Children benefit from the positive relationships that have been established between their parents and the staff, and from the daily exchange of information, which ensures that children's needs are consistently met. A parents' notice board ensures that parents have access to information about the running of the nursery. For example, the registration certificate, public liability insurance and planning are all displayed.

## **The quality and standards of the early years provision and outcomes for children**

Children happily enter the nursery and receive a very warm welcome from staff. There is a true sense of belonging as they immerse themselves in their surroundings and show good levels of independence, curiosity and imagination. Space, both indoors and outdoors is welcoming and stimulating. There is a good balance of adult-led and child-initiated activities which result in children being creative and active learners. Staff skilfully interact with the children and support them as they play. On admission to the nursery information about each child is gathered through discussion with parents and carers. Staff know the children very well. They observe and assess them as they play and use information gained to support each child's ongoing learning. All children have an individual 'my story folder', which contains both photographic and written information of their learning and achievements. These folders are shared with parents during 'parents' week' and are available for them to see at anytime.

Children enjoy a range of enjoyable and challenging activities. They relate well to each other and to adults and are confident, enthusiastic and eager to learn. They are developing a love for books as they freely access a range of picture books in the book corner and enjoy story time. They are beginning to learn that print carries meaning as they self-register on arrival, use their name card to register themselves at snack time and are encouraged to mark make as they play. There is enormous excitement as all the children engage in a mark making activity using chalks. They completely cover the pathways, walls and shed doors with shapes, letters and symbols. They enjoy music and enthusiastically join in with a range of songs and action rhymes. There is great excitement as they sing 'Wind the Bobbin Up'. Their creativity is fully supported through access to a range of role play equipment, construction toys and to a wide range of media. For example, they relish exploring the different textures of shaving foam, cooked pasta, gloop and baked beans. Their understanding of numbers, sizes and shapes is developing well through everyday activities. For example, they match their numbered car to the numbered parking bay, talk about shapes as they cut play dough and compare the size of the buckets in the sand tray. They enjoy being in the fresh air and relish outdoor play activities. Children have good opportunities to explore their natural environment. For example, they dig for worms in the compost, enjoy going on walks around their local environment and exploring the smell of herbs in the school's sensory garden. Their physical development is supported very well as they confidently pedal bikes, skilfully throw and catch balls, competently negotiate the trim trail equipment and run up and down the grassed bank.

Children are happy, secure and develop a sense of belonging at the nursery. They behave well, responding positively to the boundaries set, such as helping to tidy away. Gentle reminders from staff also help children develop a sense of right and wrong. They are encouraged to share, take turns and be kind to each other. Children have good opportunities to learn how to stay safe as they discuss the appropriate use of equipment, engage in regular emergency evacuation procedures and learn about road safety as they engage in role play activities. They

demonstrate a growing awareness of their own health and hygiene needs and are fully aware of the importance of washing their hands before snacks and after using the toilet. They enjoy healthy snacks and freely access drinking water throughout the session, ensuring that they remain hydrated. Children develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating cultural festivals throughout the year. Overall, they demonstrate that they are acquiring skills which will help them in the future and prepare them well for their transition into school.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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