



Cuddles & Care Day Nursery

Inspection report for early years provision

Unique Reference Number	EY320160
Inspection date	21 November 2006
Inspector	Carole Gronow
Setting Address	177 Leigh Road, Eastleigh, Hampshire, SO50 9DW
Telephone number	023 80394031
E-mail	mail@cuddlesandcare.wanadoo.co.uk
Registered person	Jayne Sergeant & Gail Rolfe
Type of inspection	Integrated
Type of care	Full day care

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Cuddles & Care Day Nursery is privately owned. It opened in 2006 and operates from an extended three bed-roomed semi-detached property. It is situated on a main road close to the centre of Eastleigh.

A maximum of 27 children may attend the nursery at any one time. It is open each weekday from 08:00 - 18:00 all year round. All children share access to a secure enclosed outdoor play area. There are currently 18 children aged from 6 months to under 7 years on roll. Of these, 3 children receive funding for nursery education. Children come from a wide area and most of their parents or carers work.

The nursery currently supports children with learning difficulties or disabilities, and also welcomes children who speak English as an additional language.

There are nine members of staff and one apprentice working with the children. Six of them hold appropriate early years qualifications and all the other staff, including both managers, are working towards one.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in premises which are newly refurbished and very clean. Children's good health is effectively promoted by the systems and routines that the nursery has in place. Staff undertake cleaning so that they can be satisfied that every area is maintained to a high level. Children are learning about good hygiene routines, they are provided with disposable towels and each child who sleeps in a cot has their own sheets. At each meal they all have freshly laundered bibs. Should children hurt themselves or become ill staff have all the required documentation, including the necessary signed parental consents, in order to be able to provide appropriate care. Any risk of cross-infection to children is further reduced because the toilet seats that the children use are impregnated with an anti bacterial treatment.

The nursery supplies all nappies, wipes and creams for children; as well as all meals, drinks and snacks. Babies' feeds are offered in line with the stage they are at and in consultation with their parents. Children enjoy making choices about what snacks to have and chose yoghurt coated raisins, cheese and grapes. They all meet together to have lunch; the older ones sitting at the table and the younger ones in feeding chairs. Children ask for, or independently help themselves, to the garlic bread. Most are becoming proficient at feeding themselves and are keen to do so, either with appropriate cutlery or with their fingers. They enjoy a varied and nutritional diet; the four week menu offers children a wide range of different tastes to experience. Staff are aware of children's special dietary requirements and ensure that they cater for these. Children are regularly offered drinks and happily ask staff for one if they are thirsty. Drinks are available in each room for the children and they have their own beakers, which are similar to the ones they use at home. Babies are given bottles in line with their individual routine. Lists display specific details about bottle type, formula and teat; ensuring there is continuity for them so they receive the same at the nursery as they do at home.

All children go outside daily. Younger children are taken for walks in the pushchairs and other children go to the well furnished outside play area, where they take part in physical play. Children use ride on toys and static equipment which they climb and balance on, moving under and over. There is a small plastic activity cube for younger children and a larger metal one for the older ones.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Both the safety and security of children is of paramount concern to the nursery. The environment in which the children are cared for is bright and welcoming. All potential hazards have been identified and addressed. Risk assessments have been undertaken and daily check lists are completed, with any possible dangers being immediately addressed. For example, most sockets

are up high, windows have restrictors, radiators and their pipe work have been boxed in and a valve has been fitted to the taps in the toilets to prevent the water from getting too hot; all of which ensures children's safety. Children's security is also thoroughly ensured. Both entrances to the premises are secure with doors being kept locked and keys accessible. Visitors to the premises are let in by staff and they then sign the visitor's book. Access to the nursery from the car park through the garden is also monitored and children and parents enter it using the secure key pad.

Each room has a good range of well maintained and age appropriate play provision, from which children are able to make free choices about what they want to play with. Children are protected in the event of an emergency; there are well considered evacuation plans in place which staff are familiar with and which they have practised. Exit points are all clearly labelled with smoke detectors and a heat sensor being linked together, which means that children will be evacuated promptly. Both the managers have sufficient knowledge of child protection through the training they are currently undertaking. They are aware of their responsibilities to the children in their care; however, as yet, no individually designated member of staff responsible for liaison with the statutory bodies has been identified.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy at the nursery; any who are upset receive support from a member of staff who they feel comfortable with. Children soon become well settled and integrated into the nursery, playing happily with or alongside the other children. They all experience an appropriate range of both indoor and outdoor activities. Staff use the Birth to three matters framework to help them organise and rotate activities, which the younger children enjoy and that promotes their development. They love playing with the musical instruments, hitting out a beat on the drum and shaking bells, and are so proud of the collage pictures they have made to take home. The babies love the tactile wall, that has been constructed in their room; spending a lot of time making connections by touching, twisting and shaking things on it. Children enjoy playing with each other in their small groups. They develop good affectionate relationships with staff, who are very attentive towards them and who know each individual child very well.

Nursery Education.

The quality of teaching and learning is satisfactory. This is a newly opened setting. Staff have begun to develop plans for implementing the Foundation Stage of learning. At present the plans do not contain enough detail; nor are they linked to a child's individual stage of development, to identify how they can make progress through the stepping stones. There is a broad curriculum and good play opportunities for children; but the lack of staff training in this area means that they do not maximise on opportunities to extend children's learning. Any child attending, who had either a learning difficulty or disability or with English as an additional language would receive appropriate support. There is a Special Needs Co-ordinator who is experienced in this area and has attended appropriate training.

Children form good relationships with staff and other children alike, confidently greeting each other when they arrive and joining in. They can concentrate and sit quietly when appropriate,

for instance, when listening to a story. They can also happily speak up, telling others what they did at the weekend, as they recall going to a big forest and seeing two brown horses. They talk about visiting the library and what books they found there. Children work well together. They take turns, for instance, when counting items in the book they are looking at called 'One to ten and back again'. They confidently count up to ten; they can recognise some written numerals when they play sequencing games on the computer, where they also use some positional language such as up and down. Children play with everyday technology and use programmable toys to support their learning. They have great fun with the cash till, swiping the credit card when they have to pay for goods.

Children are developing personal independence. They go to the sink to wash their hands after they have been to the toilet and some try to put on and take off their dressing up clothes. Children often select resources for themselves or ask staff for what they want to play with. Children are beginning to develop a sense of community; they are learning that people have different cultures and beliefs by looking at different festivals and celebrations, such as Diwali. Children have many opportunities to use language and they listen and respond with enjoyment and attention to stories. Staff help to extend their vocabulary by introducing new words to them, such as 'speakers' when they are playing with an electronic game. Children are starting to link sounds and letters as there is a letter of the alphabet each week. They participate in activities to reinforce this, such as playing a game of pass the parcel where each item wrapped starts with the same letter. Children enjoy stories and are learning that books can be used to locate information. Children are aware of writing around them, such as their names on their coat pegs and they have some opportunities for mark making.

Children investigate objects and materials using their different senses. They look at how things change, as they soak and squeeze out cotton wool to grow mustard and cress on. They have looked at snails and kept one in the nursery for a few days, feeding it and looking at its toilet and the slime trail it made. They studied the pattern of the shell and they create other simple patterns as they look at triangle shapes to make a Christmas tree and they thread things. Children move confidently and safely. They show an awareness of space as they ride around on wheeled toys outside and when they are playing statues in doors. Children have access to a range of small equipment, tools and materials; they use hole punches, glue brushes and spreaders, sticky tape and learn to handle tools, such as scissors, safely. Children explore colour, texture and shape in their creative work; for instance, by mixing paints together and creating collages with material such as tissue, pom-poms, corrugated card and foam shapes. They use their imagination to draw pictures on the computer. However, because of the very high staff to child ratios it is difficult for children to find opportunities to freely use their imagination, in role-play and stories, without adult intervention.

Helping children make a positive contribution

The provision is good.

All children benefit from the open and very warm welcome that they and their parents and carers receive from all the staff. Although children have an identified key worker, parents and carers happily talk to any of the staff as they all know all of the children. Parents and carers are given a detailed prospectus containing information about the nursery and are advised that

policies are available. However, they are unaware of what the procedure is if they wish to make a complaint. Staff strive to establish and maintain good open relationships with parents, carers and the children. Prior to children attending the key worker meets with the parent or carer and together they complete the relevant documentation. Staff use this time to find out about the individual child and how they can best help them to settle. An attractive newsletter is issued each term, informing everyone about what is happening in the nursery. Parents and carers are given detailed information about their child's day, through discussions at collection time with staff who make sure that they are available to speak to them; more formal discussions take place at twice yearly evening meetings. In the baby room staff keep a log of each child's care needs, which is also shared at collection. Staff are also very happy to provide written details, if preferred. All of this helps ensure that there is continuity in the care children receive.

The partnership with parents and carers of children who receive funding for nursery education is satisfactory. Information is displayed on the notice board about what the weekly topics are for this week and next and the newsletter invites children to bring in anything that is relevant. However, parents and carers have not received any information about the Foundation Stage of learning; they have not been asked to contribute what they know about their child, towards the nursery's assessment of the child's stage of development.

Staff are very good role models for the children. They are all consistent in their expectations of how children should behave, talking quietly to them and explaining what behaviour is acceptable. For example, that they cut their painting apron because they were not holding the scissors correctly; and that they must wait for their turn to play with the drumsticks or find some different ones. Children are learning about the local community daily. They spend time looking at the vehicles that drive past the nursery, such as the fire engine and the lorries with cable drums on them; staff encourage them to discuss and think about where the people may be going. Children are also learning about the wider world through the range of every day resources that the nursery provides, such as small world figures, puzzles and games. They also celebrate festivals, having recently looked at Diwali.

Staff are aware of each child's particular needs. They ensure that they work closely with all parents and carers to provide any additional support that is required. The nursery welcome services such as Portage and staff are happy to work with them. Staff also make visits to other provisions that children who attend the nursery go to. They happily take advice and guidance from the staff so that they can ensure that there is continuity for the child. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Daily routines are well organised and run smoothly. When playing the children move freely around choosing what they want to do. Exceptionally high staff to child ratios ensure that staff know all children very well and children receive a high level of support and supervision. Children are cared for by a team of staff, most of whom have appropriate early years qualifications and have been appropriately vetted to ensure that they are suitable to work with children. The whole staff team are fully committed to improving the quality of care and nursery education for all children. They are enthusiastic, well motivated and are keen to attend training and to

advance their qualifications. Staff are introduced to the developing operational plan during their induction. This provides information about how the nursery runs, along with a range of policies and procedures. However, the child protection policy does not hold some of the required details. Records of children's attendance are reliant upon parents or guardians signing their children in when they arrive; staff prompt those who forget to do this automatically. Although a record is kept of times of arrival and departure of staff members, it does not always accurately reflect which staff are on the premises at any given time of day.

Leadership and management are satisfactory. The managers, who are also the owners, are very committed to providing a safe, secure and homely environment where children are happy and learn through their play. Staff are supported in their development and are encouraged to access appropriate relevant training, either by way of short courses or more advanced qualifications. Both managers are aware of the importance of ensuring staff receive appropriate training; so that their provision can effectively deliver the Foundation Stage Curriculum to children who are in receipt of funding for nursery education. They are committed to achieving this as soon as possible. The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of any 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 nursery education are satisfactory.

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):

- provide parents with written details about the complaints procedure which includes the address and telephone number of Ofsted

- ensure that there is a designated member of staff who has attended a child protection training course, that the policy complies with current guidance and that it is shared with parents prior to their child starting at the provision. Also, evaluate the daily system used to register the attendance of children and staff to ensure that it is an accurate record of who is on the premises at all times.

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):

- improve staffs knowledge and understanding of the Foundation Stage
- share what the nursery covers with regards to the Foundation Stage with parents
- obtain and maintain the appropriate documentation to be able to evidence and monitor children's progression through the stepping stones.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk