



Cloud 9 Day Nursery

Inspection report for early years provision

Unique Reference Number	EY335837
Inspection date	05 March 2007
Inspector	Susan Rogers
Setting Address	Cloud Nine Nursery, Unit 5, Holborn Centre, High Holborn, DUDLEY, West Midlands, DY3 1SR
Telephone number	01902 665099
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Registered person	Mrs Loraine McHale and Mrs Fiona Woodall
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 good.

WHAT SORT OF SETTING IS IT?

Cloud Nine Day Nursery was registered in 2006. It is run by a private partnership in Sedgley near Dudley. The nursery operates from ground floor premises within a group of shops in the Holborn Centre in Sedgley, West Midlands.

A maximum of 53 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. Children attend for a variety of sessions.

There are currently 93 children aged from 12 weeks to five years on roll. Of these, 26 children receive funding for early education.

The nursery employs 15 members of staff. Of these, 13 hold appropriate early years qualifications and two are working towards a qualification. The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's well-being is actively promoted as they enjoy a variety of nutritious food and snacks. They enjoy food that extends their palates and that is nutritionally wide-ranging. This includes fruit and food that reflects different traditions and cultures. Children who have varied nutritional needs have their individual requirements well met. Children's positive self-esteem is well promoted as they enjoy well presented food and eat their meals within a positive social setting. They are well hydrated as there is always sufficient for them to drink with a choice of water or sugar free squash readily available.

Children are well protected when they play outdoors as they wear suitable protective clothing. They are protected in the warmer weather as staff ensure they play in the shade and have sun protection cream applied. They benefit from a healthy lifestyle as they enjoy a variety of energetic play opportunities both in and outdoors.

Children's understanding of positive hygiene routines is promoted. They regularly visit the bathroom to wash their hands before meals and after using the toilet. However, some of the routines compromise children's welfare. For example, children who have colds do not always have their noses cleaned and the procedure for storing and washing bedding does not fully protect them from infection. Children's welfare is protected as several members of staff have a paediatric first aid qualification and are confident in responding to concerns. Their well-being is protected if they need medication as the policies and procedures are used with good effect.

Children have good opportunities to develop their smaller muscle movements. They are skilled at using a variety of tools and craft equipment, including scissors, glue applicators and paint brushes. They successfully use construction equipment to create complex and strong structures.

Children have good opportunities to develop their large muscle movements. The more able children crawl through tunnels and experiment with different ways of moving through smaller areas. They climb up ladders to slide down slides. They use appropriate language to discuss taking turns with others. They negotiate large equipment safely. For example, they safely climb a vertical ladder to approach the slide. They use their balancing skills successfully to climb ladders, to walk on high objects and play a game of hopscotch. They skilfully accommodate other children as they move freely and confidently around the area.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's self-esteem is positively promoted as the premises are welcoming with well presented posters, equipment and toys. The equipment and toys promote children's development; they

are suitable for their age and ability and encourage children to engage in activities. For example, toddlers and pre-school children easily access a range of creative play activities and babies access a range of interesting activity toys that include, baby gyms, rattles and activity centres. Children's welfare however is compromised as there is insufficient ventilation in some of the rooms as staff are unable to open windows.

Children are mostly well protected as staff supervise children appropriately, for example, staff support their play and are mostly vigilant of their activities. However, the supervision of some of the younger babies does not always reflect their very specific needs and sometimes compromises their safety.

Children are well protected if there are any concerns regarding their care as staff have safeguarding training included in their induction, have an understanding of child protection issues and have informed parents of their obligations.

Helping children achieve well and enjoy what they do

The provision is good.

Children's welfare is protected. They are comforted and soothed as they fall asleep. For example, children are encouraged to relax and settle by staff who stroke their heads and speak to them reassuringly. Children's sense of security is promoted as they are cuddled whilst being bottle fed. Their self-esteem is promoted as they benefit from reassurance and support whilst they play. Their development is actively promoted as the equipment and toys are easily accessible and attractively presented, consequently, encouraging children to engage in meaningful play activities. Many of the activities are sympathetic to the 'Birth to three matters' framework and are predominantly child-led, consequently, this encourages children's free play.

Children have developed successful relationships with others and recognise their play is improved if they include other children. Staff support children's play activities and frequently make suggestions during creative play activities. They ensure activities are well organised by asking well measured questions that promote children's confidence and draw on their existing knowledge and skills. Staff ensure children's individual care needs are met, therefore, their continuity of care is promoted. For example, staff accommodate children's individual routines and preferences. Children are confident and respond well to play activities.

The quality of teaching and learning is good. Staff have an ample knowledge of the Foundation Stage and implement this successfully during teaching sessions. They are skilled in supporting children's learning opportunities making useful suggestions during creative play and asking frequent questions which extends their understanding. Children with learning disabilities and difficulties are helped to progress as staff observe their progress and are able to work with other agencies. Through the initial assessment process, staff are aware of children's different starting points when they commence attending the setting. Consequently, their individual knowledge of children helps them meet their specific needs. Staff are skilled in providing sufficient challenge for the more able children and ensure less able children are able to learn effectively from wide-ranging activities that are sensitive to their levels of understanding.

Time and resources are well-managed with good accessibility to free play and specific adult-led activities. Although there is clear focus to daily activities these are predominantly child-led. Therefore, children develop their skills as they learn at their own pace. For example, they gain valuable learning opportunities by sampling a variety of activities and then concentrate on an activity of their preference. They are managing their own behaviour and are considerate of others as this is well promoted by reminders from staff. Planning follows the Foundation Stage and is regularly evaluated, this therefore, informs future planning. However, the planning is not specific to individual children's needs. Children's assessments are detailed, follow the Foundation Stage and utilise some evaluative descriptions of children's activities.

Nursery education.

Children sing along to pre-recorded songs and match movements to music during action songs. They confidently use a wide variety of creative materials to create images of their choosing. For example, they access a specific creative area where they use glue, feathers, geometric shapes, glitter, sequins, string and paint to create a variety of self-chosen images. They confidently explore unusual textures that include gloop, jelly and cornflour. They create innovative imagined scenarios using the home corner. They successfully use their language skills to organise and explore imagined experiences during creative play.

Children are learning to recognise text and successfully form letters as they practise their writing skills. Some of the older children are able to recognise their names. They concentrate well during storytelling activities and offer suggestions regarding the conclusion of the story. However, the range of reading material available is limited. Children have frequent opportunities to practise their mark making skills. They accommodate the needs of others by queuing with consideration and waiting their turn. They are considerate of each other's needs, for example, they will hand each other toys and equipment whilst they are playing.

Children are confident when using their self-help skills; using the bathrooms to wash and dry their hands independently. Children congratulate others when they have achieved. They use technology to develop their learning and confidently use the computer to enjoy matching and counting games. They freely explore objects using magnifying glasses and have opportunities to discuss different lifestyles by comparing their lives at home with others. They are learning about different cultures and beliefs through discussion and an informative display of art work and posters.

Children are skilled in matching activities; frequently using card games to develop logical sequences and accurately match shape, colour and size through matching games. They recognise most numerals and count confidently. They are using their number skills to calculate number during action songs and during computer activities.

Helping children make a positive contribution

The provision is good.

Children with learning difficulties and or disabilities have good care as staff are experienced in caring for children with specific needs. They are alert to any concerns regarding children's development and communicate well with parents, therefore, protecting children's welfare.

Children's social, moral, spiritual and cultural development is fostered. They take responsibility for their play environment following activities and are considerate of others needs by taking turns and involving others in their play. Their continuity of care is encouraged as parents are well informed of their child's activities through assessments, regular consultation sessions and daily diaries. Children's welfare is protected as parents are greeted into the setting by warm and friendly staff who readily discuss aspects of their child's development and care.

Children are becoming increasingly aware of different people, cultures and traditions since there is a variety of toys and equipment that give positive representation of the wider world. For example, children are able to sample foods from different countries and there is a variety of toys that give positive representation of disability. Children's awareness of the needs of others is promoted through spontaneous discussion.

Children behave extremely well; staff ensure that they are meaningfully engaged in interesting play activities. Their play is consistently supported through praise and encouragement, therefore, promoting their self-esteem. Children are encouraged to commend each others achievements and praise each other if they do well. Children are aware of their own needs, views and feelings as they confidently self-select toys and activities. They recognise their play is enhanced when they include other children. They have developed effective relationships with each other and demonstrate positive friendships with particular children.

Partnership with parents and carers is good. Parents are provided with information regarding the setting through regular newsletters. They are well informed regarding their child's development and progress through the assessment profiles. Children's continuity of care is encouraged as parents are encouraged to take assessment profiles out of the setting so that they can study them in greater detail. They are encouraged to share what they know about their child through a sensitive settling in process. Parents are encouraged to discuss their child's starting points and therefore contribute towards their assessment profile. They are encouraged to be involved in their child's learning by regular conversations with staff that inform parents of their child's activities. Children's development is, therefore, encouraged as they are encouraged to continue with their learning when they return home.

Organisation

The organisation is good.

Children are well protected as all staff having unsupervised contact are vetted. Their continuity of care is protected as there is an effective recruitment and induction procedure that includes child protection awareness. Therefore, children's welfare is protected as staff are familiar with all policies and procedures. They are offered good protection through a comprehensive range of documentation, policies and procedures. Their individual needs are met through an appropriately organised setting with rooms designated for children's specific age ranges.

Children's welfare is promoted through policies and procedures that work in practice. For example, there are effective contingency plans to ensure that the staffing levels sufficiently support children's care and progress. The deployment of staff supports children's progress. The effective key worker system contributes towards children's well being and enjoyment.

Children's learning is promoted as activities are planned to promote children's wider learning opportunities. Therefore, their specific needs are protected as they have opportunities to develop a range of skills.

Leadership and management is good. The setting evaluates its strengths and weaknesses by regular consultation with support workers from the Local Authority. The delegation of staff within the Foundation Stage is effective. Their skills and learning are extended by appropriate training and they are supported by the management team. Children's learning is promoted as there is a wide range of activities and equipment made available due to sufficient funding. The setting is effective in monitoring and evaluating its provision for nursery education as they ensure there are good challenges to promote the learning of the more able children. All challenges are well-balanced and staff ensure these are sympathetic to the needs of all children. The setting is committed to improving the care and education of children by providing staff with training that develops their practice, expertise and skills. Overall, the provision meets the needs of the range of 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 take any action in order to meet the National Standards. 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.

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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):

- take positive steps to prevent the spread of infection by reviewing the storage of children's bedding and maintaining good hygiene practices
- ensure the premises are adequately ventilated and promote the younger children's safety by their effective supervision.

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):

- ensure children's assessments inform the planning
- promote children's interest in books and other reading material.

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