

Cute Companions Private Day Nursery

Inspection report for early years provision

Unique Reference Number	302025
Inspection date	27 September 2007
Inspector	Shazaad Arshad
Setting Address	542 Leeds Road, Idle, Bradford, West Yorkshire, BD10 8JH
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Registered person	Catherine Jane Bryan
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?

Cute Companions Private Day Nursery opened in 1997 and is privately owned. The nursery is situated in the Idle area of Bradford. Children attending the setting have access to a number of playrooms. The nursery is separated into the age ranges of the children and five play areas are used. There is an enclosed outdoor play area to the front of the premises.

A maximum of 66 children may attend the nursery at any one time. There are currently 78 children on roll. Of these, 14 children receive funding for early education. Children come from the local and surrounding areas. The nursery currently supports children with learning difficulties and also supports children who speak English as an additional language.

The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. Full and part-time places are available for children aged from birth to under five years old. The nursery employs 22 members of staff. Of these, 15 staff hold appropriate early years qualifications and two are working towards a qualification. The setting receives support from the local authority are members of the National Day Nursery Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The good health of children is effectively promoted. Staff are vigilant and they take positive steps to ensure that the premises and the equipment are maintained hygienically in order to enhance the children's well-being. Good attention is given to ensure children's personal care is managed well; for instance, staff use disposable gloves and aprons when they are changing nappies to prevent the spread of infection. The procedures for dealing with accidents are effective and a minimum of one staff in each of the five rooms has a valid first aid certificate.

Children enjoy well-balanced meals, which are freshly cooked by an employed cook. Mealtimes are pleasant, social occasions and children enjoy chatting to each other and the staff, who sit with them in small family groups. Children are developing independence at meal times with good support from staff. Younger children learn to feed themselves and older children use child-sized cutlery. Babies have food and drink following their home routine, as discussed with parents. The babies enjoy close contact with familiar staff and they are encouraged to take an active part in the mealtimes by grasping their own bottles and spoons.

Children have regular drinks with their meals, older children are encouraged to become independent in pouring drinks that they are able to freely access on their own when they feel thirsty. Members of staff ensure that they know about the children's dietary needs and preferences and, as a result, they are served food that addresses their personal requirements and has been agreed with parents. The children have some very good opportunities to learn about health and nutrition because they are involved in frequent seasonal gardening activities, such as sowing seeds and growing vegetables, which they subsequently prepare and eat.

There are plenty of opportunities for children to enjoy physical play; For instance, they enjoy running, walking and jumping as they take part in group activities around the garden. As a result, children have daily exercise in the fresh air, which contributes to their overall good health. All children move around confidently and are developing control and coordination of their bodies, as they successfully manoeuvre wheeled toys and kick footballs. Older children extend their skills and progress their abilities using a variety of large and small tools and materials. For example, they show interest in cutting out or mark making and many activities are offered to encourage this. Staff suitably arrange toys and play equipment for babies to encourage crawling and give support as they learn to sit. The outdoor equipment provided offers support for children's developing skills, such as walking and climbing. All staff working with babies have attended training on the "Birth to three matters framework" and ensure the daily routines allow the children to benefit from activities that are intended to encourage their physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a secure environment which is warm and comfortable. All of the toys, equipment and resources conform to the required safety standards; they are frequently cleaned and inspected in order to maintain the safety and welfare of the children. Many of the toys are stored safely at child height and, as a result, the children can make choices.

The children enjoy a range of safe indoor and outdoor play opportunities because hazards are minimised. Risk assessments are completed frequently and staff review their practice and take action to ensure that any accidents occurring on the premises are not repeated. Staff are very vigilant; they work together very well to maintain appropriate standards of care and they help the children to consider their own personal safety.

Children are beginning to learn to keep themselves safe due to clear explanations from staff. For example, they are helped to understand why they should sit correctly on a chair to prevent them from falling off and hurting themselves and know that they must use a knife carefully. Risk assessments are in place to show how potential hazards to children are minimised, and identified areas, such as reorganising the physical play equipment to sufficiently eliminate the risk to the children's safety. The fire drill is regularly practised with the children and action is taken to improve after evaluating its effectiveness. The staff induction procedures for safety are very comprehensive and sufficiently robust in covering all areas of health and safety.

Child protection procedures are satisfactory. Members of staff are well informed of the necessity to act promptly if they are worried about a child in their care. They are knowledgeable regarding some of the indicators of child abuse and neglect and staff have a clear understanding of the importance of working closely with the local statutory children's services. There is a written child protection policy that contains most of the required detail; however, staff do not have access to the latest information from the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff have formed warm relationships with the children, who are happy and confident in approaching them to make their needs known. For example, they choose a book and ask a staff member to read it to them, attracting others to enjoy the story. The staff challenge children by appropriate use of questions to motivate and extend their learning. They offer plenty of praise and encouragement to the children raising their levels of self-esteem and confidence and are interested in them, in what they say and do. Babies receive plenty of cuddles and enjoy the warm interaction and attention of the staff. Staff value children's early attempts at communication and respond positively to children's sounds, words and facial expressions. Very good use is made of creative play. It is offered to babies and they enjoy, for example, rolling paint covered balls onto paper to make a picture. Staff have knowledge of the 'Birth to three matters' framework and use this as a basis for their planning and children's profiles.

The consistency of staff in the baby rooms ensures babies are cared for by skilful staff who spend quality time building strong and secure relationships.

Nursery Education

The quality of teaching and learning is satisfactory. Members of staff build very good relationships with the children and provide some stimulating and challenging activities. They work together effectively and make good use of their time. The children are encouraged to think by the use of open-ended questioning techniques; however, at times the environment is overly directed by adults, which impinges on children's creativity and freedom of choice. Staff have a satisfactory understanding of the Foundation Stage curriculum and the activities they provide reflect children's different ages and stages of development. However, the assessment records are not systematic and they are not used successfully to help children move to the next

stage of their learning. Additionally, records do not always document the children's starting points.

The children communicate their needs very effectively and form sound relationships with adults and each other. They are independent and enjoy the frequent opportunities that they have to practise self-help skills, such as serving themselves at snack time. The children's behaviour is good; they enjoy frequent praise as they help staff to complete tasks, such as tidying away the toys. The children move around confidently indoors and outdoors; they are spatially aware and enjoy participating in planned outdoor activities, which help to increase their strength, balance and coordination. Additionally, the children make use of the garden and participate in nature trails and activities that help them to learn the names of different plants and flowers.

The children skilfully use their developing vocabulary to communicate their needs and express their thoughts and feelings. They confidently converse with staff, visitors to the setting and each other. They accurately use new words in context and they enjoy talking with staff about many different topics, such as the weather, methods of transport and the places that they have visited. The children handle books with care and they show an interest in print. They recognise rhyme and particularly enjoy rhythmic stories where they successfully pre-empt the ending. However, except for books, simple clear written words are lost in some of the displays around the nursery.

The children's interest in early mathematics is a strong part of nursery curriculum; staff constantly encourage the children to count, match and sort as part of the everyday activities. The children are keen to demonstrate their skills in this area. They delight in correctly naming shapes and participating in activities, such as number rhymes and songs, which successfully introduce the children to early addition and subtraction.

The children demonstrate an awareness of their own environment and show enjoyment in the natural world; this includes animals, plants and mini-beasts. They are able to build simple models using construction equipment and the children confidently use scissors, glue spreaders, pencils and paintbrushes with increasing control. Additionally, the children have many opportunities to use the computer to make their own music and use the drawing programs to draw themselves and their friends. Children enjoy using the construction area, using the hats, overalls and play tools.

Creative play experiences are available and the children benefit from these, such as mixing colours, music and role play. However, the children are not encouraged to spontaneously use their imagination or available resources to express their feelings and heighten their sensory experiences.

Helping children make a positive contribution

The provision is good.

The children are confident and self-assured; they behave well and share toys with each other appropriately. They benefit from high levels of encouragement and they respond with enthusiasm to the praise that they receive from staff. The nursery manager is responsible for behaviour management issues in the setting. She leads by setting a positive example; however, the induction arrangements do not ensure that all staff receive sufficient guidance to enable them to effectively deal with wide a range of different types of behaviour.

Members of staff help to build children's knowledge and understanding of ethnicity and cultural diversity through the use of positive images in play equipment and resources. Similarly, children enjoy taking part in activities, such as dressing up and tasting food from other countries. The nursery is a fully inclusive environment and children with learning difficulties or disabilities are welcomed into the setting. Staff take positive steps to work in partnership with external organisations to ensure that the environment and activities are adapted to address a wide variety of needs. The provision fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. All of the necessary written parental consents are in place for the children's care, and good systems are in place to record children's personal information and emergency contact details. Member of staff are friendly and they take positive steps to form trusting relationships. For example, they ensure that they make time to discuss children's care, learning and play with parents as and when required. There are clear systems in place to ensure that parents are routinely informed about the Foundation Stage and included in aspects of their children's learning. Parents are involved in recording in developmental records and take part in events organised by the nursery.

Organisation

The organisation is satisfactory.

The leadership and management is satisfactory. The staff working with foundation stage children have adequate knowledge of the Foundation Stage curriculum and a strong commitment to the children and the future development of the nursery. The planning systems ensures that staff are prepared for the developing the children's learning. However, the planning does not make provision for individual children, particularly those who have English as an additional language. The deputy manager has successfully identified the nursery's strengths and areas requiring improvement. As a result, she has taken positive steps to work closely with staff from the local authority in order to improve the planning and assessment for children in receipt of nursery education funding.

The children are happy, confident and secure in their environment. Recruitment and vetting procedures are in place and they are effectively implemented by management to ensure children are well protected. The staff team organise the premises well, providing an interesting indoor and outdoor environment for the children to play and learn. The grouping of children into five age ranges under five is very positive and works well with children and staff. The staffing remains constant in the rooms and the children benefit from the continuity and familiar faces.

Policies and procedures are well organised and documented appropriately. Parents have access to information about the setting and they are informed of the steps to take should they need to make a complaint. Likewise, all of the mandatory documentation which contributes to children's safety and welfare is in place; it is well organised and stored in a manner that supports confidentiality. However the accident recording systems are weak as some records have parent signatures missing.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the nursery has improved hygiene practices. They have taken action to ensure that staff understand the requirements of maintaining hygiene and promoting good practice with children. They have improved children's understanding through acting as role

models and most of the staff have attended food hygiene training. The nursery have also increased provision in the outdoor area for older children. The provision includes climbing apparatus, swings and a slide for older children. The equipment promotes children's exercise and increases their mobility.

Complaints since the last inspection

Ofsted received concerns relating to National Standard 3 Care, learning and play, National Standard 6 Safety, National Standard 7 Health, National Standard 11 Behaviour and National Standard 12 Working in partnership with parents. An inspector visited the provision on 2 August 2007. Actions were raised and satisfactorily met by the registered provider as the complaint was in relation to a member of staff and their management in the room. After investigation by the setting management team and a disciplinary hearing the staff member was dismissed.

Ofsted was satisfied that by taking these steps the provider met the National Standards and remained qualified for registration at the time the investigation was closed.

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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):

- maintain the child protection procedures in line with those of the Local Safeguarding Children Board
- ensure accident recording systems are improved.

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 that assessment records are used to inform planning and help children move to the next stage of their learning
- develop the curriculum planning to meet the needs of those children who have English as a second language
- develop the staff's knowledge, understanding and use of stepping stones towards early learning goals to improve quality of teaching and learning

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