

Cuddles Day Nursery Ltd Day Nursery and After School Club

Inspection report for early years provision

Unique Reference Number	511373
Inspection date	05 December 2007
Inspector	Christine Coram / Lorraine Sparey
Setting Address	The Pavilion, Learoyd Road, Canford Heath, Poole, Dorset, BH17 8PJ
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Registered person	Cuddles Day Nursery Limited
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Cuddles Day Nursery and Out Of School Club is one of two settings run by the same provider and is privately owned. It opened in 1999 and operates from a purpose-built unit and a converted pavilion. The nursery unit accommodates children under five years on a full-day-care basis. The pavilion accommodates pre-school children in term time and children over five for holiday and after school care. It is situated in Canford Heath, on the outskirts of Poole. A maximum of 96 children may attend the setting at any one time. The setting is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to four secure enclosed outdoor play areas.

There are currently 322 children aged from three months to under eight years on roll. Of these, 65 children receive funding for early education. Children come from the local community. The setting currently supports children with learning difficulties and/or disabilities.

The nursery employs 26 members of staff. Of these, 23 hold appropriate early years qualifications and six are qualified beyond Level 3. There are also six staff working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is promoted with extreme care and innovation. Particularly effective procedures are in place to promote hygiene. Hand washing routines are well maintained and children are pro-active in reducing the spread of infection by blowing their noses, disposing of tissues hygienically, and covering their mouths when coughing. They understand that they wash their hands 'because of the germs'. Equipment is regularly and carefully cleaned. For example, in the baby room, toys and equipment are washed weekly and more often if babies have put them in their mouths. Excellent care is taken to minimise cross infection. Efficient and effective systems are vigilantly followed for nappy changing. Accidents are recorded in great detail and evaluated. This means that risks are minimised, and children are protected. First aid boxes are thoughtfully placed around the setting in convenient locations and are easily accessible.

Children benefit from excellent opportunities to develop their physical skills and play in the fresh air in the large outside play areas. These provide different experiences for the children, with grass or all weather surfaces, space to run or use very sturdy climbing equipment. The areas are used frequently and imaginatively. For example, older children have free access to the outside area for a variety of activities.

Children's nutritional health is promoted especially well. Great emphasis is given to healthy eating and this is promoted with both children and parents. For example, a 'five a day' chart gives children the opportunity to monitor their intake of fruit and vegetables as they select pictures of what they have eaten to display on the wall. All children have the opportunity to enjoy varied and nutritious hot lunches and the snacks provide a further opportunity for children to eat fruit. This includes exotic and appetising varieties such as kiwi, figs and apricots. The after-school children are offered choices such as ham, cheese, peppers and pickled onions. Children discuss healthy items and are helped to identify and choose these for themselves. Babies' home routines are followed and staff liaise closely with parents to ease them into the nursery routine as they move through the different stages. Notices headed 'I'm special' give clear information to practitioners about any health or dietary needs and allergies. They include a photograph of the child for effective identification. The safety and health of these children is ensured.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are kept safe because of the extremely effective and detailed procedures that are in place. Staff place a particularly high emphasis on safety and of supporting children in learning to keep themselves safe. For example, in the 'walking bus' when collecting children from school, they are asked to say when they think that it is safe to cross the road.

The premises are very secure. No-one can enter without being admitted by staff and measures are in place to ensure that members of the public do not have access to open doors when children are playing outside. Children are cared for in well maintained and very stimulating premises that provide a child-friendly and safe environment. They are further protected because they play with equipment of a very high quality. A high priority is given to selecting equipment and toys that meet the needs of the particular group of children.

Children's safety is also monitored and promoted through extremely detailed risk assessments. These are very effective at keeping children safe through anticipating hazards and identifying suitable procedures to minimise them. Staff are very knowledgeable about the safety procedures and work hard to adhere to them. For example, staff monitor and check children sleeping in the cot room every 15 minutes. A timer is used to remind staff to check and listening devices are used as an additional precaution. Safeguarding is given high priority and the child protection officer is clear about her responsibilities and role. Well thought-out procedures enhance the children's protection.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thrive in the setting through the extensive range of activities, resources and experiences. These are of exceptionally high quality and wholly appropriate to the stage of development of the children in each area. For example, many sensory activities are planned for the children under two years to provide opportunities to learn through exploration. The children over five years in the out of school sessions have an exciting programme of outings, visitors to the setting and creative activities. A wide range of equipment for play and learning is provided throughout the setting. The children have excellent and safe access to the equipment and are confident to select items for themselves.

The children are cheerfully stimulated and occupied in all areas. They enthusiastically seek out and involve themselves in a range of activities, responding happily to staff and relating to their peers. Children greatly benefit from the excellent and enthusiastic interaction and input from staff. They benefit from their knowledge and understanding of the learning and development needs of their group of children.

Babies and toddlers benefit from loving and knowledgeable care. Detailed developmental records ensure that the activities are always appropriate to the individual needs of the children. They enjoy a wide range of activities and resources, imaginatively planned and efficiently provided.

Nursery Education

The quality of teaching and learning is outstanding. Teaching is wonderfully enhanced by the expert knowledge of the skilled and enthusiastic staff. They use innovative and effective teaching methods and create a welcoming, interesting and stimulating learning environment. They use their understanding and initiative to respond to children's interests and needs. Children's creative achievements are displayed from the walls and ceilings and they are motivated through excellent use of praise. Staff set effective challenges to ensure that all children progress in their development and learning.

Planning is imaginative and detailed. It covers all the areas of learning thoroughly and clearly shows how the specific needs of the children are to be met. Rigorous assessments included a range of well-evaluated observations. Staff use the information gained to effectively monitor the children's progress and set achievable goals for further learning. These are discussed with parents who also receive suggestions for supporting these goals with their child at home.

Children with special needs thrive in the setting because the Special Educational Needs Coordinator is exceptionally knowledgeable and works very closely with other professionals. For example, a Portage worker visits the setting and shares information from the Child

Development Centre about activities to support a specific child. The setting is particularly skilled at meeting children's individual needs, enabling them to reach their full potential.

Children are highly motivated and self-assured in their learning. For example, a three-year-old shows fascination whilst pouring water and during the experiment cries out 'Quick, look'. Children show high levels of independence in personal skills, such as putting on aprons and coats, and using the toilet. They are exceptionally well behaved and encouraged to resolve minor disputes. For example, they are supported to tell their peers 'please don't do that, I don't like it'.

Children's language is developing extremely well. They talk freely to each other and to adults. They use increasingly complex sentences and are expressive and descriptive in their conversations. They are encouraged to ask each other questions when sharing news. They are confident speakers and those with speech and language difficulties are encouraged to try new words. They enjoy listening to well-read stories and are totally absorbed. They are beginning to link sounds and letters. A three-year-old knows that his name begins with 'S'. He attempts to write it and then declares 'it's a different S'. Their mathematical development is promoted very well. Many children can identify number up to and beyond nine. They develop excellent skills in problem solving in a variety of practical activities. They can identify small, medium and large items and compare size with confidence.

Children have excellent opportunities to explore and investigate for themselves, and are actively encouraged to do this in many different situations. They are confident and enthusiastic to try and to explore a wide variety of materials. They develop a wide understanding of the natural world and of information and communication technology. For example, they very competently use a 'Word' document on the computer, type their names, the names of others, and experiment with letters. They have knowledge of other cultures and countries through the varied programme. Children greatly enjoy a very wide range of creative experiences and confidently express themselves through a range of media. They experiment with colours and can name primary colours and others, including gold and silver. They experiment with texture and state that the snow-glitter 'tickles'. Children show great interest in music and instruments. They listen to the sounds that they make and suggest animals that the sounds could represent. Children enthusiastically make use of the varied opportunities to develop their imagination through extremely well resourced role-play.

Children have fantastic opportunities to develop their physical skill and play in the fresh air. They enjoy a wide variety of movement such as running, jumping and hopping on alternate legs. Children use a range of resources competently. A three-year-old plays 'catch' with a member of staff, who throws the ball and the child successfully catches it. They work together to carry a large box and the child walking backwards persists even after falling over. They develop muscle control and skills as they manipulate a large range of small and large items with great confidence.

Helping children make a positive contribution

The provision is outstanding.

Children flourish in the setting because it has an ethos of inclusion, encouragement and value that enables them to make a positive contribution in their community. Their positive self-image is promoted through the imaginative displays of their work in all areas of the buildings. The warm and welcoming atmosphere encourages children to feel positively about their part in it. They are comfortable and confident in their rooms and with the adults who care for them. A

wide variety of positive images of culture and religion help them to develop inclusive attitudes. Members of staff have an excellent knowledge and understanding for the individual needs, personalities and preferences of the children and their families.

Children with special needs are exceptionally well catered for. Staff have high expectation of children to achieve their potential. They are particularly good at supporting children and allowing them to develop at their own pace. For example, the Special Educational Needs Coordinator created an enjoyable activity to help a group of children with speech and language problems to develop their language. It was simple and effective. High staff ratios allows time for staff to work with children on an individual basis and in small groups.

Children's behaviour is very good and they adhere to clear boundaries through gentle encouragement. Any minor incidents are managed with explanations that the children can understand. Staff support the development of the children's self-control and responsibility well. For example, they make effective use of the concept of making the adults 'proud'. Children respond particularly well to requests such as 'stand in the line and make me very proud' and questions such as 'will I be proud of you?' Their level of understanding and maturity are constantly taken into account. Children's social, moral, spiritual and cultural development is fostered.

Children benefit greatly from the enthusiastic partnership between staff and parents and carers. It is clear from discussion with staff and parents, and from children's records, that the children are cared for in accordance with their parent's wishes. The parents report that they are given copious amounts of information and that staff establish a wide range of knowledge about the children before they begin attending the setting.

Partnership with parents and carers with regard to nursery education is outstanding. Parents report that they are very happy with the care and education of their children and feel very involved in their child's learning. The welcome pack gives details about the curriculum and also asks parents to assess their child under the six areas of learning. This means that they have a very practical breakdown of what each of them means in relation to their own child. Various helpful displays of information and photographs re-enforce this understanding. They receive good quality information about the Foundation Stage Curriculum through displays of the comprehensive planning. Newsletters issued each term help parents to be involved in the setting. The newsletters offer suggestions that they can follow to continue the learning at home. A parent commented that she found it very useful when the staff set the simple goals for them to achieve at home. All parents interviewed had seen their children's records on numerous occasions and were very familiar with their child's key worker. Parents know how to make a complaint. They are confident about the procedures to follow, including contacting Ofsted if they have a concern.

Organisation

The organisation is outstanding.

The setting meets the needs of the range of children for whom they provide. This is achieved through highly effective and innovative planning and efficient organisation. Many clear procedures have been adopted to ensure that the setting runs smoothly and these are extremely effective. Suitable, well-qualified and high quality staff care for the children because effective procedures are in place to recruit and vet staff. The organisation of space, both indoors and out is wholly appropriate and effective. Children have maximum space to play in safety and an extensive range of activities available to them. Exceptional organisation of staff ensures that

they are consistently deployed to support the children. The organisation of resources significantly enhances the children's learning experiences. All the required documentation is in place. It is efficiently produced, used and stored, and many innovative additional formats aid the smooth running of the setting.

The leadership and management of nursery education are outstanding. The senior management team clearly value staff and morale is very high. Excellent motivational phrases are displayed in the staff room such as 'absence makes the team work harder' and 'be an individual, don't follow the crowd'. All staff are very clear about their roles and responsibilities and take them very seriously. For example, a member of staff is responsible for planning, and this is continually evaluated. Staff work extremely well together as a team in supporting children in their development and learning.

The person in charge undertakes a very thorough and detailed audit of the whole of the provision. The management team look at areas for improvement and acknowledge areas where staff achieve particularly well. The registered person is extremely committed and continually evaluates the provision. Very effective methods are used to evaluate nursery education provision, and good insight into the strengths and weaknesses of nursery education provision is shown. Development of staff is achieved through peer-reviews, bi-annual appraisals, room action plans and monitoring of their developmental records. Staff have already begun training on the new Early Years Foundation Stage framework. Regular meetings take place for all staff, the team leaders for each area and the senior management team. Minutes are taken at all meetings and circulated to relevant staff.

Training is an extremely high priority. All senior management are completing degrees. Staff are encouraged to attend training and short courses. Training certificates are displayed on the walls so that parents are aware of their qualifications. The nursery works very closely with parents. They complete questionnaires and the results are displayed. The setting also works closely with the Local Authority, their development workers and advisory teachers.

Improvements since the last inspection

At previous inspections, the setting agreed to ensure that staff are fully aware of the individual dietary needs of the children and review the recording of attendance to make sure that it is accurate. In Nursery Education, they were asked to devise a system to monitor parent's access to children records.

The setting has introduced a very effective system to alert members of staff to the children's dietary needs. This ensures that children are very well protected. The recording system for attendance is detailed, and includes the times that children arrive and depart, along with the parent's signature. A separate format is used for staff. This means that it is possible to identify who was in the building at any time.

There is an efficient and clear system in place for parents to sign to acknowledge that they have seen their child's development records. This enhances the partnership between parents and the setting and increases continuity for the children

Complaints since the last inspection

Since the last inspection 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 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

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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