

# Cybertots On The Green

Inspection report for early years provision

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**Unique reference number**

EY281374

**Inspection date**

14/12/2009

**Inspector**

Christine Bonnett

**Setting address**

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Cybertots on the Green is one of four nurseries run by Cybertots Limited. It opened in 2004 and operates from a purpose built building in Drayton Green, in the London borough of Ealing. A maximum of 38 children aged under eight years may attend the nursery at any one time. It is open each weekday from 8am to 6pm for 50 weeks of the year. Children have access to a secure enclosed outdoor play area.

There are currently 47 children aged from eight months to under five years on roll, some in part-time places. The setting is in receipt of funding for the provision of free early education to children aged three and four. The nursery supports children with learning difficulties and/or disabilities, and also a number of children who speak English as an additional language. The setting is registered on the Early Years Register, and compulsory and voluntary parts of the Childcare Register.

The nursery employs 13 staff, of whom 10 hold appropriate early years qualifications, with three working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy their time at the setting and make good progress in their learning and development. Staff work closely with parents to ensure their child's individual needs are known and met appropriately. The staff team have a good understanding of the Early Years Foundation Stage (EYFS), and how to implement it effectively in their practice. The manager has a strong commitment towards continuously developing the work of the setting to maintain the existing high standards.

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

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

- continue to develop effective links with children's carers and schools to share relevant information for continuity and coherence in their learning
- continue to develop the implementation of the 'Sounds and Letters' programme to enable children to make consistent progress within the programme.

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

Children's safety has high importance at the setting. Robust recruitment procedures ensure that relevant checks are undertaken to assess the suitability of all staff working with them. Child protection issues are well understood by staff

who have the skills to recognise possible child abuse, and know the procedure for reporting concerns. Detailed risk assessments for all areas of the premises identify and reduce potential hazards to children. All the documentation and procedures required for the efficient management of the setting, and to support the welfare of the children are in place.

Resources are deployed effectively to provide a stimulating environment for children as they move independently around the rooms. Staff are also well deployed to ensure all children are safe and well supported. The setting forms appropriate links with other professionals to ensure that children with special educational needs and/or disabilities receive the additional support they require. Staff also understand the importance of forming links with other settings delivering the EYFS that the children attend. They are developing systems to ensure that all parties share relevant information so that a cohesive approach to the child's learning is established. Staff promote inclusive practice; all children make good progress because their individual needs are taken into account and they are encouraged equally to access the play opportunities on offer.

Children and parents are warmly welcomed into the setting, and parents are encouraged to share information about their child to enable positive working relationships to develop. A wealth of relevant information is gained about the child before they start at the setting as home visits are carried out. This enables children to meet their key-person, and for staff to observe the child in their familiar environment. Parents are also invited into the setting to share their skills and knowledge with all the children and staff on a variety of topics, such as the traditions associated with Diwali, to broaden their understanding of the world around them.

The strong management of the setting means that practice is reviewed and developed continuously for the children's benefit. The manager appointed following the previous inspection has implemented all of the recommendations made at that time, including issues of organisation and safety. These changes have resulted in improved outcomes for children. The manager has a clear vision of how the setting should develop, and has the ability to share her vision with the staff to enable everyone to work towards a common goal. She devises 'Improvement plans' using input from staff, parents and the local authority "Quality Indicators". Plans for future development include strategies to ease the transition of children and parents from one room to the other, and to develop links with the wider community, such as local schools, to foster positive neighbourhood relations.

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

Staff observe each child at play and assess their stage of development in each area of learning. They then identify the next step in the child's unique learning journey and incorporate it into the play plans to ensure they make optimum progress towards the early learning goals. The children's development files clearly demonstrate how they are developing. In addition, the assessment process is also regularly evaluated to identify any weaknesses in a particular part of the learning

programme, and the measures taken to address them to ensure high standards are maintained.

Children have plenty of fun as they learn. The wide range of activities are planned to cover all the six areas of learning effectively. Children's independence is promoted and they become active learners and freely access the resources with confidence and enthusiasm. Children are content to play by themselves, or initiate group games. For example, a group of children concentrate for an extended period playing a board game by themselves. The adult-led activities include encouraging children's understanding of science experiments. Children watch with great anticipation and excitement as a 'volcano' made with sand, vinegar and baking soda erupts and changes colour.

Children develop good skills for the future as they routinely select books to look at and enjoy story time with staff. Pre-writing skills are fostered, as mark-making equipment is freely accessible. Children also develop the skills necessary to operate information and communication technology as they learn mouse control and run simple programs. The setting has begun to introduce the 'Letters and Sounds' program, designed to promote children's reading and spelling in school. However, it needs to be practised consistently to ensure children gain maximum benefit.

Children learn the importance of developing a healthy lifestyle as they have good opportunities for physical exercise in the open air and indoors. Outside, they climb and run around, and indoors they have musical movement sessions where they sing, dance and also waft scarves to develop muscle control. Healthy and nutritious meals are served that take account of their particular dietary needs. Children help to prepare their toast for breakfast and serve their lunch. They also understand the importance of adopting good personal hygiene practices as they wash their hands before eating and clean their teeth afterwards.

Children in the baby room are nurtured with care and kindness. They thoroughly enjoy the full range of activities provided for them, including singing and dancing with puppets. The high number of staff means that each child receives plenty of positive attention. This enables them to develop a sense of security, as they understand that they are valued as individuals by their carers. All children behave well as they learn what is expected of them. For example, they are praised for 'good sitting' and 'good listening' and are pleased to be appointed the 'helper of the day'. They learn about being considerate towards each other, and how to share and take turns. Children interact well with the staff. They demonstrate their closeness to them as they approach them readily to express their needs, or snuggle-up for a cuddle. Consequently, children are happy, settled and developing good self-esteem and confidence.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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