

# Cuddles & Care Day Nursery

Inspection report for early years provision

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**Unique reference number** EY320160  
**Inspection date** 16/11/2009  
**Inspector** Sylvia Shane

**Setting address** 177 Leigh Road, Eastleigh, Hampshire, SO50 9DW

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

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

A maximum of 33 children may attend the nursery at any one time. It is open each weekday from 8.00am to 6.00pm all year round. All children share access to a secure enclosed outdoor play area. There are currently 65 children on roll. Of these, 15 children receive funding for nursery education. Children come from a wide area and most of their parents or carers work.

The nursery employs 14 staff who hold appropriate early years qualifications. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is satisfactory.

Children are generally happy and settled in a secure environment and their health and safety needs are supported. They are making sound progress in their learning and development, although some organisation of the space and resources impact on the children's learning experiences, in particular in the pre-school. An effective partnership with parents is fostered involving them in all elements of their child's care and education. The management and staff show a keen commitment to continuous improvement. Priorities for improvements have been highlighted and most addressed leading to some positive outcomes for children.

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

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

- review the way in which children make transition from room to room to ensure the least negative impact on their emotional well being
- continue to develop the planning and observation process in order to provide activities that meet the needs of individual children and progress their learning
- review the use of story times to ensure that it meets the needs of individual children
- continue to review the organisation of the daily routine, resources and space to ensure there is time for children to concentrate on activities and experiences and to develop their own interests.

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

Children are cared for by a well established staff team. Recruitment procedures are robust and all staff have been fully vetted. Supervision is generally good and risk assessments ensure the children's continued safety. Since the last inspection, the nursery has reviewed all regulatory documents and has updated all policies and procedure in line with the Early Years Foundation Stage (EYFS). These are well maintained, ensuring children's well being and safety.

Senior staff have developed an in depth knowledge of safeguarding children procedures and implement these well. On going induction and training ensures that all staff are aware of their responsibilities in protecting children. The management and staff are committed to improving their practice and attend both in house and external training. One of the partners is currently doing a degree in Early Childhood Studies.

Self-evaluation and action planning has brought some improvements. The nursery has taken on board the changes brought about by the EYFS. They have reviewed the way they organise, plan and provide activities for all children and to provide continuous play opportunities. It is recognised that this has been easier to manage in the under-two's area. The nursery recognises that they are in a state of transition in the pre-school room. The organisation of space and resources is causing a challenge and is under review. They continue to work towards resolving this with the help of the Early Years advisory teacher. To date the changes made have not been sufficient to ensure that children consistently play comfortably and uninterrupted. In addition, unnecessary movement of staff in this group of children cause children to be distracted from activities. A strength is the way that the nursery have developed the garden area to provide all areas of learning outdoors.

Parents feel welcome within the nursery and value the service provided for their children. All essential information is gathered and as a result staff are able to meet children's individual, cultural and religious needs. They are kept up to date with their child's learning and development through informal discussions, daily diaries and open evenings twice yearly. In addition, they get regular newsletters to keep them up-to-date with new information. Information about the activities children are involved in and how they can contribute to their child's education is displayed. The setting has built effective working partnerships with other agencies and professionals and this impacts positively on children.

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

All areas throughout the nursery have been reviewed and rearranged to develop a more child centred approach to learning as required by the EYFS. The garden area now offers a wider range of play opportunities and children get to go out daily; this promotes their good health. Artificial turf with additional protective foam has been laid to minimise the risk of a serious accident. Children's good health is promoted

as staff ensure that most children go out daily, as a result, children are developing good control over their bodies. They learn how to keep themselves safe; for example, when on outings, staff talk to them about how to safely cross the road. Children have a varied and balanced diet and their individual dietary needs are well catered for. On the ground floor, a room has been allocated for a café style snack time, so children can choose when they want their morning time snacks. Staff encourage children's independence, for example, encouraging them to wash up. This room also doubles up as an area for exploration and a staff room. At times, this room is cluttered, busy and space is limited for free movement.

Through discussion with parents, children's starting points are recognised. Staff build on this with observations. They understand what interests children and generally plan resources around this. They do not always successfully dovetail the resources to extend the children's interest and learning. They continue to observe children and keep up to date records and share these with parents. There is a broad range of adult and child led activities; however, there are inconsistencies in practice, for example, some less experienced staff do not give sufficient time to encourage children to explore ideas for themselves.

Children enjoy small group story times, however, large group story times do not meet the needs of all of the children and as a result, some younger children become fidgety and bored. However, they are keen to participate in the blue box game where they choose an item and have to recognise the name of objects and the sounding of words. They have a number of opportunities to learn pre-writing skills, for example, in the sand, in the designated writing area and outside.

Children spend time with their key worker who knows them well and are forming good relationships with them. Children are well supported in their toilet and nappy changing routines by their key worker. Consistent changes and the way the pre-school rooms and resources are used make it difficult at times for some children to settle to activities; in particular, those children that are making the transition from one group to another. Rooms have to be cleared for lunch and resources moved around so staff care for children in large groups, which some younger children find difficult. This impacts on children's behaviour and at times noise levels are high. However, on the whole, children's behaviour is in line with their age and stage of development and staff provide appropriate praise and encouragement and sticker charts as incentives. Posters and resources reflect the wider world and children take part in activities where they learn about cultures other than their own.

Art and creativity is encouraged both indoors and outside. Children enjoy mixing their own colours and designing pictures. However, at times, older children have limited room at tables and this impacts on their concentration and enjoyment. Children play well together. A favourite is the dark tent, exploring light and dark and shadows sharing different types of torches. Whilst the younger children sleep, older children benefit from the calmer small group activities and enjoy the individual attention they receive. For example, two children enjoy constructing a train set and then decide to build the bridges from the wooden blocks staff have strategically placed alongside. They practise counting and work out whether they are going to be able to get their big train through.

Babies and toddlers enjoy being cuddled and follow their own routines so they feel safe and secure. They benefit from being cared for in a small safe and stimulating environment and have developed good relationships with the staff. They are developing their language skills, as staff engage with them in verbal and non verbal signs. Staff encourage children to construct, to look at shape and colour through a range of activities using both natural and manmade materials. In the under-twos room, good use is made of nappy changing times. Staff have placed posters of different coloured shapes and older babies are keen to point out and talk about them. In addition, they use flash cards; as a result, some children under two are able to identify colours and shapes. Staff demonstrate that they are in tune with the babies' and toddler's differing ages and stages of development and ensure that each child is able to participate. Babies and toddlers generally play in harmony and staff are quick to defuse any possible conflict using distraction successfully and simple explanations. They follow their own routines and have daily opportunities to play outside.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

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