

# Cheeky Chums Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY395250

**Inspection date**

17/02/2010

**Inspector**

Hilary Preece

**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

Cheeky Chums Day Nursery is one of two nurseries run by Ransals Ltd. It opened in 2009 and operates from four rooms within a converted building in Pinner, in the London borough of Harrow. The building has disabled access. Children have access to an enclosed outdoor play area. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 44 children in the early years age group may attend at any one time. There are currently 54 children aged from birth to under five years on roll. The nursery provides support for children with special educational needs and/or disabilities.

There are nine members of staff, seven of whom hold early years qualifications to at least level 2. The setting provides funded early education for three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Most procedures to promote children's welfare, safety and enjoyment are effective in meeting children's individual needs, although some routines are less appropriate. A safe and reasonably well resourced environment supports children's learning in most areas. Children make sound progress overall, and some make good progress in some areas of learning and development. Positive partnerships with parents are a particular strength and partnerships in the wider context are emerging. Self-evaluation is generally effective in recognising where most improvements can be made. A positive attitude to taking action and building plans for the future means there is good capacity to maintain continuous improvement.

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

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

- ensure arrangements for babies to feed themselves independently and in accordance with parents' wishes do not compromise their safety
- review the effectiveness of large group activities, such as meal time experiences for toddlers and pre-school children, to ensure they are appropriate to each child's stage of development
- extend the range and quantity of challenging resources in the indoor and outdoor learning environment to help children make good progress towards the early learning goals in all areas of learning and development.

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

Children's welfare is protected because safeguarding arrangements are appropriately implemented and understood by all levels of staff. The manager and some staff members have recently attended basic training in safeguarding and reviewed their safeguarding procedure to ensure it is more rigorous and meets requirements. Procedures for ensuring that suitable staff members are recruited are sound. Appropriate vetting arrangements are followed, and adequate records of the status of these checks are maintained. All staff are encouraged to develop their skills and knowledge through undertaking relevant qualifications. An induction programme helps them understand the expectations for them to promote children's welfare and keep them safe. Their performance is monitored through ongoing observations by management and regular appraisals will soon be carried out. Children's health requirements are managed appropriately. A sufficient number of staff hold current paediatric first aid certificates and children's individual health needs are managed safely. For example, children have personal placemats that clearly identify any specific dietary needs, thus ensuring they are not given foods that they cannot have or may be harmful to them. Effective procedures to promote children's safety and security include regular risk assessments of the environment and a fingerprint entry system to gain entry to the nursery.

Supportive leadership and management ensures that new staff and developing teams have opportunities to gain confidence and take responsibility for their practice. The management has a vision of what they want to achieve and sets realistic targets to bring about improvements. For example, through self-evaluation the management has identified that the outdoor area could be enhanced and is seeking advice on how to go about this to improve the outcomes for children. Swift action is taken to address any identified weaknesses in order to improve procedures and safeguard children. For example, emergency fire and evacuation procedures have recently improved following a fire inspection visit. Systems have been introduced to carry out regular evacuation drills with the children and staff are now trained in the use of fire safety equipment. Self-evaluation also takes account of the views of parents and children. Children's wishes are considered when planning activities and experiences, and comments from parents are acted upon. This ensures the service meets the needs of its users.

Parents and carers are well informed and involved right from the start. Information and policy changes are made readily available to them through discussion, newsletters, notice boards and daily reports. Systems for gathering information about individual children's needs are effective and particular emphasis is given to finding out about and planning around children's home backgrounds, faith and culture. Parents are encouraged to attend Multicultural Monday events to help celebrate festivals relevant to their faith and that of others, and to share their skills and experiences with the children. This creates a sense of community and respect for diversity. Parents are actively involved in supporting children's learning. They are encouraged to update staff with what their children know and achieve at home so that this can be incorporated in the planning. They also appreciate formal opportunities to discuss their children's progress and review developmental

records at parent consultation sessions. Partnerships in the wider context are being developed. The nursery is beginning to explore links with schools that children move on to in order to support their transitions. Appropriate links with other agencies are made in order to provide additional support to meet individual children's needs.

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

Staff have a sound knowledge of the Early Years Foundation Stage and the nursery is exploring opportunities for them to further develop their knowledge. At the time of inspection, a number of new staff had recently joined and teams had been reorganised. However, children are broadly content, settled and beginning to make positive relationships with key persons and other staff. Some children warmly greet the manager with a welcoming hug when she walks into the room and look to staff for reassurance when needed. Frequent observational assessments are made of all children to monitor and plan for their development and learning. Staff plan specific activities based on their observations of individuals so that experiences generally reflect children's interests and help them make steady progress overall in their learning and development. Some children make good progress in communication, particularly those that speak English as an additional language, because teaching strategies are effective. Children are encouraged to develop their language and communication through frequently listening to and joining in with songs, rhymes and stories and staff make every effort to use and value a child's home language in order to understand their needs and communicate effectively. Overall the learning environment is safe, bright and welcoming. It is equipped with some good quality toys and equipment that children can access and use easily. However, they are not sufficient in quantity or range to fully support all areas of children's development or to provide challenge and choice. For example, there are few toys to support babies as they learn to sit, stand and walk and currently no dressing up clothes for toddlers and pre-school children. The outside area provides space for children to run about and get regular exercise but climbing equipment is not challenging for the oldest children and they cannot freely investigate and explore the natural world. However, plans are being drawn up to develop and extend the outdoor space and provide some additional resources in order to enhance the opportunities for children.

Children generally enjoy their time at nursery and are developing confidence. They are becoming familiar with working as a group, such as during a parachute game in the garden where all children in the group take part together. Staff enthusiastically praise children and encourage their participation and achievement. For example, a child persists in learning how to catch a ball because staff successfully instil confidence and a sense of fun. Babies develop self-esteem as they recognise their own achievements, such as building a tower of blocks, by smiling and clapping themselves in response to praise from staff. Children learn to become independent in doing things for themselves and making choices by selecting what they want to play with. Independent feeding is encouraged but not all methods used promote a sense of security in young babies and occasionally compromise their safety. Toddlers and pre-school children are gaining confidence

in washing their own hands, pouring their drinks and helping to serve their meals. This also develops fine motor control. They learn good manners and respect for others as they wait until everyone has had a chance to self-serve their meals but this also means some very young children are left waiting for long periods before they can eat. This is not appropriate to their stage of development and understanding. Children develop appropriate awareness of keeping healthy and safe. Snacks and meals are nutritious and they follow consistent hygiene practices. Staff act as positive role models when serving food, changing nappies or helping children to wash their hands so children become familiar with good practices. Consistent expectations help children learn how to move about the nursery safely. For example, they know they must line up at the door and are reminded how to keep safe in the garden.

Children demonstrate an awareness of number and counting in their play and explore the concept of quantity when filling containers in the water tray. They are beginning to solve problems through fitting a railway track and puzzle pieces together. They become aware of simple technology such as using calculators in pretend play. Further opportunities are being developed for them to attend computer classes. Children experiment with mark-making and early writing. They recognise some letter names and show an interest in printed language. Children have opportunities to experience the local environment and understand the wider world through outings to the local library and visits to the nursery from the fire service and a doctor. They are therefore securing skills they need in order to progress in their learning.

## 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	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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	3
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