

Cuddles And Care Too Day Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Cuddles and Care Too Day Nursery registered in 2009 and is one of three privately owned settings. The nursery is located in Eastleigh and is within walking distance of local school, shops and parks. Children aged two and over use the ground floor of the property and children aged under two years are based on the first floor. All children have access to a fully enclosed outdoor play area. The nursery is registered on the Early Years Register to provide care for a maximum of 25 children in the early years age group at any one time. There are currently 40 children on roll. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. There are ten members of staff who work with the children, eight of whom are qualified in early years and two who are currently attending training. The owner/manager is studying for a foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare and learning needs are generally well met. Most children are settled and enjoy their time at the nursery, making sound progress in all areas. They are provided with an accessible and welcoming environment where they can make choices and initiate their own play and learning. However, staff lack sufficient knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework to ensure that children's learning is fully supported. Management and staff are beginning to work together to evaluate the provision and identify any areas for development to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the links with parents to ensure that sufficient information is obtained to develop a better understanding of each child's needs
- develop further the role of the key person, to ensure that younger children feel confident and safe within the setting; for example by providing a second key person for children when the key person is away
- increase staff's knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework to ensure that all areas of learning are given equal importance and that children's learning is fully supported
- further develop systems to make observations and assessments of each individual child's achievements and interests. Use the information gained to plan the next steps in all areas of learning to ensure that children make the best possible progress.

The effectiveness of leadership and management of the early years provision

Staff organise the environment to ensure that babies and children can move freely and gain easy access to the good range of resources, both indoors and out. Management ensure that children are provided with an inclusive environment and that they are beginning to learn about valuing each others differences. Children with special educational needs and/or disabilities and those who are learning English as an additional language are sufficiently well supported, although information about children's home languages is not always obtained to enable staff to fully develop their understanding of each child's individual needs and to provide the required support. Although all children are allocated a key person, some younger children find it hard to settle, particularly when the key person is on holiday or working at one of the other settings.

Staff and management ensure that access to the premises is very secure and all adults must use the electronic entry system to gain access to the setting. A range of policies and procedures and accurate completion of records ensures children's individual needs are generally well met and that they are fully safeguarded. Records of children's and staff times of arrival and departure are completed accurately and there is a record of fire evacuation drills, any problems encountered and how they were resolved. Staff have access to emergency evacuation bags containing thermal wraps and children's details in case they have to leave the premises quickly. Risk assessments are in place for the premises, equipment and outings and these are checked by staff before they take the children out to the park or the shops.

Sound systems are in place to ensure that all staff are suitably qualified and appropriately vetted. All staff have appraisals which identify their future training needs and many staff have already attended a variety of short courses. However, some lack sufficient knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework, how to make observations and assessments of each individual child's achievements and how to use this information to plan the next steps in all areas of learning to ensure that children make the best possible progress.

Parents are kept sufficiently well informed about their children's routines and the Early Years Foundation Stage, via information displayed on notice boards, daily diaries and through discussion with staff. They can easily access their children's 'All about me' folders and see the list of topics which the children take part in each month. All new parents receive a prospectus detailing general information about the setting and the policies and procedures. They complete various consent forms and provide information about their children's health and welfare needs, assuring that all children are kept safe.

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

Some babies and young children are happy and settled and gaining in confidence. They quickly settle to the routines of the day, and independently make choices from the wide range of resources available. Others, who are new or whose key person is on holiday, are less secure and lack the confidence to play and explore. Staff organise the learning environment for babies and younger children so that they can move freely around the rooms helping themselves to books, musical toys or construction materials. The environment is colourful, interesting and welcoming for all children and they know exactly which activities are available each day. Babies enjoy crawling, pulling up against the furniture or looking at themselves in the mirror. They post the balls into the tubes and watch them appear in the tray or paint and make marks on the chalk board. Some staff join in with the children's play although they lack confidence in extending and developing children's learning through questioning or positive interaction. Staff make many observations of the children and keep good records in the 'All about me' folders. However, these observations are not used to accurately assess children's individual progress in each area of learning or to identify clear next steps in their development. Consequently, staff cannot be sure that children are making the best possible progress.

The rooms available for the older children are laid out in clear learning areas, such as a book corner, craft area and messy play area. Older children are beginning to move confidently around the room accessing the resources they want and instigating their own play and learning. They enjoy making collage pictures using scissors, materials and glue. They behave well, learn to share and take turns and converse with staff and each other. Children enjoy stories in small groups and concentrate well, asking questions and pointing to the pictures. They sometimes share books with staff about different cultures and customs, for example they learn about the range of homes lived in by children in other countries. Babies and older children are beginning to develop their physical skills as they enjoy their outside play or walk to the local park. They dig in the sand, roll the balls down the drainpipes and balance on the ride on toys. Older children enjoy planting vegetables or measuring and pouring in the water tray. Children have easy access to a computer.

Children's health and safety is generally well promoted. They make a positive contribution to their own care and learning. They follow good hygiene routines when visiting the toilets and enjoy topics based on learning about a healthy body. Babies health and safety is assured. They are protected from the spread of infection as staff wipe their hands before lunch and their safety is ensured as staff carefully monitor them as they sleep. Children are provided with healthy and nutritious snacks and a healthy cooked meal at midday. They can access drinking water at all times. Children talk about keeping themselves safe as they put on their walking straps before walking to the park. All children and staff take part in fire drills to ensure safe evacuation of the building.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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