

Cloud 9 Day Nursery

Inspection report for early years provision

Unique reference number EY335837
Inspection date 16/03/2010
Inspector Patricia Webb

Setting address Cloud Nine Nursery, Unit 5, Holborn Centre, High Holborn,
DUDLEY, West Midlands, DY3 1SR

Telephone number 01902 665099

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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

Cloud Nine Day Nursery has been registered since 2006. It is run by a private partnership and operates from premises sited in the village of Sedgley in Dudley. There are five main care bases with a small fully enclosed outdoor play area. The whole of the premises is laid out on the ground floor. The nursery is open each week day for 50 weeks of the year, from 7.30am to 6.00pm.

The nursery is registered on the Early Years Register. A maximum of 53 children may attend at the nursery at any one time. There are currently 85 children on roll in the early years age range. Older children can also be cared for and this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery has systems in place to support children with special educational needs and/or disabilities and children from families where English is an additional language.

There are 15 members of staff employed in the nursery, most of whom hold relevant early years qualifications. The owners are currently working towards foundation degrees. The setting receives support from early years advisors of the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are recognised and consistently met by a team of staff who are enthusiastic, committed and professional in their practice. The whole team has a collective approach to engaging children, parents and carers in promoting positive outcomes for the children and striving for continuous improvement. Partnerships with other professionals and providers are developing strongly to offer consistency and enable children to make transition between settings with ease. This leads to effective continuity of children's welfare, development and learning, enabling them to make good progress.

What steps need to be taken to improve provision further?

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

- update the safeguarding policy to reflect the procedures as defined by the Local Safeguarding Children Board
- improve the written risk assessments by including reference to the arrangements in place for any outings and trips.

The effectiveness of leadership and management of the early years provision

Staff fully understand their roles and responsibilities in safeguarding children's welfare being aware of working with relevant agencies to protect children. Policies and procedures are in place to support the setting's commitment to acting in the best interest of the child at all times. Whilst the policy has been updated it does not clearly refer to the Local Safeguarding Children Board as the body overseeing child protection, which could potentially hinder parents' awareness of the processes followed. Staff receive regular opportunities to update and extend their knowledge and understanding of this aspect of their work through accessing relevant training. Children are further safeguarded as there are robust and rigorous systems in place to ensure the suitability and professionalism of staff. Relevant vetting procedures are undertaken and new staff and students receive in-depth induction into the setting's policies and procedures prior to working with the children. The environment indoors and outside is subjected to thorough and rigorous risk assessment to ensure that hazards to children are minimised. Whilst staff are confidently able to articulate the arrangements for each of the outings, trips and local visits they undertake with the children these have not been formally recorded with the onsite risk assessments hindering how any amendments may be addressed if necessary.

The enthusiastic management has a clear sense of purpose regarding the operation of the setting and has built a strong and committed team of staff who obviously enjoy their time with the children. Regular staff meetings and appraisals result in training needs being identified and planned for effectively as staff work to keep up-to-date with changes and develop new skills. A recent review of the environment (Early Childhood Environment Rating Scale), is enabling staff to consider adjusting the layout of care bases and the outside play area to maximise children's enjoyment and learning opportunities. In each area children are able to develop a high level of self-initiated activity as they can easily access toys, equipment and resources becoming eager, independent learners.

The management reflects on the feedback from parents and discussions with staff regarding the impact of the practice on children's development. Consistent and inclusive systems for communicating with children result in all children and families engaging in the setting. Positive images of diversity, such as role play equipment, posters, books and symbols, are utilised through the setting giving children and families a sense of being valued and welcomed. Staff work closely with parents and carers to discuss individual care routines and interests in order to enable children to settle with ease and a feeling of security, linking this successfully to the displays of each child's 'family tree'. The partnerships with other providers and professionals promote a collaborative approach to children's development and assist in the establishment of a consistent delivery of the Early Years Foundation Stage for all children.

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

Children make strong progress in their development and learning as staff have a sound and intuitive knowledge and understanding of the Early Years Foundation Stage. Staff have implemented a systematic approach to making sensitive and pertinent observations of the children as they learn through their play. Children's critical thinking skills are honed as staff use effective techniques to extend and challenge children without over questioning. For example, children discover a piece of puzzle is missing and are asked to consider where they might need to look for this. Next steps are clearly identified for each child and parents and carers are involved in this through daily discussion, more formal parents' evening and in perusing their child's learning journey book. Children are able to access these books, delighting in recognising themselves and their peers in the photographs in the books and on the wall displays. This helps children to develop a strong sense of self and respect for each other, important lessons in their development of skills for the future.

Children develop strongly in communication as staff engage them in conversations, songs and daily chatter across all ages. Staff working with babies and young toddlers are very aware of how important eye contact is in establishing effective communication in the first instance. Smiles, facial expressions and the animated intonation of adult voices engage children's attention as some older children role play the story time session, for example, imitating how staff hold the large story book and turn the pages. Younger children delight as their names are included in familiar rhymes and songs to gain their attention as they start to clap along with the beat and rhythm. Older children show well-developed ability in mark-making and some are developing emergent writing as they 'write' their names and the names of some family members on their family tree. Children are gaining an appreciation of books and reading as they visit the local library regularly enjoying choosing a selection of books to bring back and read independently or with staff. They recognise numbers and shapes in their environment, pointing out with confidence and assertion how old they each are and relating this figure to the number of lines around the setting.

Each care base is well-resourced, enabling children to take the lead in planning and engaging in their activities. Toddlers access their musical instruments freely, delighting in making sounds and learning how to use the instruments correctly. Role play is a favourite activity as children create their own hierarchy in the play and learn to share and take turns. Where disputes arise, such as a tussle over the ownership of the ironing board, children are supported sensitively by staff to resolve such issues with care and gentleness. The staff show a consistent approach to managing child's behaviour providing positive role models for the children to learn from. Children demonstrate good manners, using 'please' and 'thank you' where appropriate and older children hold open a gate for adults when entering the outside play area.

Children's health and well-being are promoted effectively as they become aware of following familiar personal hygiene routines to minimise the spread of infection.

Hand washing and brushing their teeth are daily routines and staff encourage even the youngest of children to be aware of good hygiene as wet wipes are used with babies after having their nappies changed and toddlers and older children are sensitively guided in these routines. Children understand that having daily access to outdoor activities is part of developing a healthy lifestyle. Although the outside area is small, children are able to enjoy fresh air, climb, use wheeled toys and dig in the soil with gusto. Babies and young toddlers are also safe in this area as they crawl and toddle on the soft, safe play surface. Children enjoy a range of meals and snacks that are balanced and nutritious. Babies meals and feeds are delivered in line with their individual routines and parents are kept informed of the intakes. Specific dietary and health requirements are noted and adhered to at all times to promote their health and well-being.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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