

# Cheeky Chums Day Nursery

Inspection report for early years provision

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EY392399

**Inspection date**

13/04/2010

**Inspector**

Victoria Vasiliadis

**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*.

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## **Description of the setting**

Cheeky Chums Day Nursery was registered in 2009. It is located on the South Parade in Edgware, Middlesex. The nursery is open each weekday from 8am to 6pm all year round, and closed on bank holidays.

They are registered on the Early Years Register and a maximum of 50 children within the early years age range may attend at any one time. There are currently 50 children on roll, of these, nine are in receipt of government funding for early education. The nursery currently supports children with English as an additional language.

There are nine members of staff employed within the nursery and seven hold appropriate qualifications. There are two members of staff working towards qualifications. The nursery receives regular support from the local authority.

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

Overall the quality of the provision is good.

The children are settled, happy and content within the warm and welcoming environment. They are provided with a wide range of learning opportunities and experiences; this promotes positive results in relation to the Every Child Matters outcomes and ensures children reach their full potential. However, the more able children have less opportunities to develop their physical skills. Effective systems are in place to promote partnership working, this ensures that the children's welfare and learning needs are well met. The systems for self-evaluation are ongoing and the nursery continue to work on areas for development which will improve outcomes for children.

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

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

- continue to develop the observation and assessment process to ensure that children's learning opportunities are further enhanced and developed
- further enhance children's physical development by providing them with equipment that offers them greater physical challenges.

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

The nursery is well organised and practitioners work well as a team to provide a happy and stimulating environment for the children. There are robust systems in place to ensure that those adults caring for children are suitable to do so. Those adults who are not yet checked are not permitted to have unsupervised access to the children. Practitioners have a clear understanding of the safeguarding

procedures and are aware of the possible signs and symptoms that may be displayed if a child is being harmed. There are clear policies and procedures in place to support practice. Practitioners are well deployed to support children's learning and ensure routines run smoothly. There are effective risk assessments in place and the nursery has taken action to ensure that risks both inside and outside have been minimised so that children can play safely.

Since the last inspection the nominated person and manager have put into effect many positive changes that have been reflected within the working of the staff team and the organisation of the nursery. The manager and nominated person are committed to ensuring that the practitioners within the nursery are provided with good opportunities to attend various courses offered by the local authority and to seek further professional training. This enables them to develop their knowledge and skills in order to improve the children's learning experiences. The systems for self-evaluation are ongoing and the manager and the nominated person have a clear vision and continue to work on areas for development which will improve outcomes for children. For example, they are in the process of developing the outdoor area in order to allow free-flow play between the indoors and outdoors to be developed. All of the actions that were identified at the previous inspection have been addressed, which has ensured the safety and well-being of the children.

Children benefit from the effective relationships between their parents and carers and the nursery. Through discussion the manager demonstrates a clear understanding of the need to develop effective links with other professionals when the need arises. Practitioners talk to the parents and carers on a daily basis and produce diary sheets which keep parents informed about the child's day. In addition, parents receive quarterly feedback on their child's development and are invited to contribute to activity planning. The setting welcomes parents' suggestions and parent representatives have been nominated in order to collate and present the views of the parents within the nursery. There are informative parents' notice boards throughout the nursery which provide information about the Early Years Foundation Stage, policies and procedures and children's photos relating to the different areas of learning. The nursery ensures that parents provide written information about their children's individual needs including any special educational needs or cultural and linguistic requirements. On the whole, discussions with parents reveal that they are very pleased with the service offered and that their children are learning, developing and happy. Some parents, however, feel that although the children are well looked after, that they are not learning as well as they should and that they do not feel involved in their child's learning.

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

Children are challenged and encouraged to extend their learning as they actively explore and take delight in playing with the resources available to them. Children are investigating how things work as they use programmable toys and computers. They thoroughly enjoy using their imaginative skills whilst pretending to be doctors, administering injections, and dentists, checking teeth. Planning is flexible,

responding to children's individual interests, their starting points and their capabilities. Clear plans help to identify the next steps in the children's learning and ensure they are actively engaged. The nursery continue to develop their observation and planning in order to further enhance children's learning opportunities. Children benefit from the suitably organised environment which enables them to make choices in their play as resources are within easy access as they are stored in low-level shelving units. In addition, they are provided with a good selection of resources and activities across all areas of learning.

The children are cared for in a safe and secure environment and are learning the importance of how to keep safe. For example, children know what to do in the event of a fire because they routinely practise the evacuation procedures and are reminded to not to run whilst inside as they may hurt themselves. Children's behaviour is managed in a calm and sensitive manner by practitioners who set clear, reasonable and consistent limits which helps children to play and work, feeling safe and secure. Children are given lots of praise and encouragement for their efforts and achievements which promotes their self-esteem and confidence.

The children's speaking and listening skills are developing well. Children are encouraged to listen to one another and take turns when speaking. Practitioners' interactions with the children are positive as they allow the children time to respond in conversations and they encourage children to think for themselves as open-ended questions encourage this. Children are provided with a good range of resources, such as mark-making, drawing, stories and writing opportunities, which support their literacy skills. In addition, children with English as an additional language are well supported. Practitioners speak to parents and carers to find out key words in their home languages. The environment is well organised visually to support children who are beginning to communicate both in English and in their home languages. For example, pictures and written words in different languages are displayed throughout the setting and label many of the resources accessed by the children. In addition, some of the practitioners within the nursery speak some of the home languages of the children. This helps children to feel included and promotes their self-esteem and self-worth. Children have access to a selection of resources which reflect diversity and represent the wider world in which they live, such as books, dressing-up clothes and dolls.

Children's health is well supported and they are beginning to learn the importance of healthy eating. The children are provided with healthy snacks and meals which take account of any dietary requirements or allergies. Practitioners talk to the children about the foods that are good for them and recent healthy eating projects have taken place. Children have access to the outdoors where they develop their physical skills as they ride on the bikes, dig in the sand pit or plant flowers. The older children also partake in stretch and grow sessions where they learn about their muscles and bodies. However, the more able children have less opportunities to develop their physical skills as the equipment and resources do not present them with sufficient challenges.

## 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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