

Cybertots Ltd.

Inspection report for early years provision

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| Unique reference number | 118134 |
| Inspection date | 21/07/2010 |
| Inspector | Martha Naa Ahimah Darkwah |

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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

Cybertots Day Nursery is one of three nurseries privately owned by Cybertots Ltd. It opened in 1999 and operates from a large room in a purpose built building in Acton in the London borough of Ealing.

A maximum of 27 children may attend the nursery at any one time. All children share access to a secure outdoor play area. There are currently 31 children aged two to under five years on roll. Of these, 21 children receive funding for nursery education. Children come from the local community. The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The nursery is open every weekday from 8.00am to 6.00pm all year round. The nursery is closed for all public holidays and the week between Christmas and the New Year. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs five staff; of these three, including the manager, hold appropriate early years qualifications. Currently, two members of staff are working towards a qualification. The nursery offers additional French, dance, art and music sessions. These are run by specialist teachers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed with warmth and affection into a lively, happy nursery environment, which ensures that they are secure and happy. Exemplary practice across the areas of the nursery ensures the staff team promote all aspects of children's learning and welfare. The provision for inclusive practice is very effective and the unique qualities of every child are highly valued and respected. The setting has the capacity to maintain continual improvement and the manager has developed good systems to monitor its effectiveness to benefit the children.

What steps need to be taken to improve provision further?

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

- continue to extend the partnership with parents to involve them in their child's learning and development and how to support children's learning at home
- continue to develop the information gained from observing the children; the identification of their next steps and the processes for analysing this information to fully support the planning of future activities.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded due to the good systems in place to protect them. Robust procedures are in place which ensures that those working with the children are suitable to do so. Regular and comprehensive risk assessments of the setting and outside areas are carried out daily to ensure that children can play safely. The staff team have a secure knowledge and understanding of child protection issues and those responsible for safeguarding are suitably trained. Children's welfare is paramount; the nursery keeps accurate records and implements a wide variety of regularly reviewed policies and procedures.

Excellent partnerships are established with parents and carers, who all receive a daily information sheet and verbal feedback regarding their child's care. There are excellent systems for obtaining information which enables the staff to provide for the individual needs of each child. For example, home visits are conducted prior to a child starting the nursery. During this visit, staff talk to parents in depth and obtain detailed information about the specific needs of the child. Detailed settling in and ongoing progress reports are completed and parents are invited in for regular reviews. Settling in procedures are fully effective and monitored well.

Parents are warmly encouraged to be fully involved in their children's learning. As a result, parents' and carers' feedback is unreservedly positive about the quality of care received by their children. Strong links have been established with early years professionals; ensuring children's individual needs are consistently recognised, planned for and addressed. Parents' benefits from a range of social evenings, like open evenings and coffee mornings, these events are very popular and well supported by all. New parents benefit from the services of a 'parent buddy' who offers additional support to help them settle in and make friends. Parents benefit greatly from detailed workshops giving further information on topics such as the Early Years Foundation Stage, effective behaviour management and preparing school leavers. Excellent systems in place for celebrating achievement, such as graduation day for school leavers, help to boost children's self-esteem and involve parents in their children's learning. A digital photo frame gives parents a good overview of activities children engage in during their time at the nursery.

Children's learning journals are comprehensive and clearly reflect how children's learning is planned for on a personal basis with good evaluations and clear tailoring for individual learning programmes. The staff team undertakes regular observations of the children. They use note books, to note incidental observations and also more comprehensive detailed ones on a regular basis with photographs. This is then used to link to areas of development and staff clearly identify areas for future development and learning. However, this information is not always analysed sufficiently to ensure effective use in the planning of future learning. Staff members know the children well and can clearly describe the individual learning and development needs of each of the children. Children make suitable progress in their learning and the files demonstrate progress of all children.

Ongoing self-evaluation methods ensure the staff team frequently review their

practice. The staff team are fully committed to making continuous improvement and this makes a significant impact on enhancing the learning programme. Staff members carry out regular evaluations on all areas of practice and parents are also encouraged to add their ideas. The manager continues to seek feedback from the parents and the whole staff team to find ways to maintain good standards and to facilitate ongoing improvement.

The promotion of inclusive practice is good. Staff members are highly intuitive with all children and respect their individual preferences. For example, the key person system is highly effective as staff know each child very well. They tailor the daily routine in order to cater for each child's interests and welfare needs.

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

Children are very happy, settled and confident. They are highly motivated and eager to learn, due to the very stimulating environment and the exciting and challenging activities that reflect and build on their individual needs and interests. The exceptionally wide range of resources, both indoors and outside, are easily and safely accessible throughout the day. A covered outdoor area protects children from the sun and rain. Children are very well behaved, polite and courteous and respond positively to the consistent praise and encouragement they receive from the staff. They show good levels of self-esteem and take responsibility for their environment. For example, as they help to tidy resources away. Children eagerly bring their treasured possessions from home and proudly show these to the other children.

They have good opportunities to explore, investigate and develop curiosity. They have freedom to move around both inside and outside and they have a keen interest in the outside area. They explore nature, plant seeds and grow vegetables, learning how to care for plants. Additionally, they help to care for the nursery pets which include two rabbits. They know why they have to wash their hands when they help to put rabbits back in their hatches. There is good provision for children to be active and develop good muscle control, spatial awareness, balance and coordination. There are extensive activities, materials and resources for children to move in a variety of ways, such as climbing, running, balancing, using wheeled toys, digging, sieving, pouring and lifting.

Due to the extensive opportunities for children to see and use writing for a purpose, as well as effective labelling in the setting, children are making good progress in their communication, language and literacy skills. Older children can identify their name card and attach it to the wall display. Children's communication, language and literacy skills are actively promoted through the use of a variety of activities. Very good strategies are in place to aid staff to skilfully support children in developing their vocabulary and to sound the phonetically correct sound for each word. Children enjoy looking at books and listening to stories. Mark making and writing are encouraged in all areas, both inside and outside. Pre-school children have many opportunities to recognise letters of the alphabet as they gain confidence in using the phonically correct sound to

accompany each letter. Children have easy access to the listening corner, using head phones to listen to stories.

Activities that promote the development of literacy and numeracy skills together with the regular use of a camera, calculator and battery operated toys, contribute effectively to children's future economic well-being. Children have a good understanding of how things work. They have easy access to a range of information technology resources such as telephones, cameras, CD players, a computer and children clearly know what these are used for and use them correctly. In addition, children undertake many different activities, create their own recipes they understand what the different tools are used for and how they must be careful whilst using them. Children actively participate in a variety of wonderful activities, for example, they take part in role play as they become a cook and make different barbecue dishes using a variety of spices, noodles and flavourings.

Children have the opportunity to celebrate different festivals and customs to learn about other cultures. They take part in extensive art and craft activities to promote their awareness of different cultural festivals and try new foods during festivals, such as using chop sticks to eat noodles. Carefully planned activities around these are explored throughout the year, such as St Patrick's Day, Pancake Day, Chinese New Year and multicultural faiths and celebrations.

Meals and snack times are sociable occasions when children sit round the table together and chat about their day. They wash their hands before they sit down for their snacks, which are served café style, enabling them to choose when they snack. Children have numerous opportunities to take turns to help set the table for lunch. It helps them to problem solve and count how many plates and cutlery are needed for the numbers present. Children serve their meals onto their plates and pour their drinks, thereby enhancing the development of their full independence. Detailed health and dietary information is obtained from parents, which enables staff to offer the appropriate level of care and protect children from being exposed to foods which may affect their 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

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| 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

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 1 |
| 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 | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 |

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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