



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 511373

DfES Number: 530366

INSPECTION DETAILS

Inspection Date 28/07/2004
Inspector Name Janet Armstrong

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Cuddles Day Nursery Ltd Day Nursery and After School Club
Setting Address The Pavilion, Learoyd Road
Canford Heath
Poole
Dorset
BH17 8PJ

REGISTERED PROVIDER DETAILS

Name Cuddles Day Nursery Limited 3670142

ORGANISATION DETAILS

Name Cuddles Day Nursery Limited
Address Learoyd Road
Canford Heath
Poole
Dorset
BH17 8PJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Cuddles Day Nursery and Out of School Club has been established for approximately five years and is situated in two self contained units set in Canford Heath, on the outskirts of Poole. The setting is privately owned and registered to provide full day care and out of school care for 88 children aged 0 to under eight years. They are open Monday to Friday from 08.00 until 18.00 all year round, excluding bank holidays and two weeks over the Christmas period. The setting serves the local community and places are offered to children who come from a range of different backgrounds. They cater for children with special educational needs and English as an additional language.

There is a total of 183 children on the register at present. There are two preschool units, one that runs term time only. Both are in receipt of the government funding for three and four-year-olds and currently there are 34 three-year-olds and 34 four-year-olds who are funded. The out of school club caters for children up to the age of nine and provides a service before and after school for those that attend five local schools in Canford Heath, Stanley Green and Broadstone during the term time. The club is open to all children during the holiday periods.

The nursery accommodation is purpose built and self contained and divided into 3 units to accommodate children under two, three and five years of age. School age children are accommodated in the pavilion opposite the nursery. The out door play areas provide separate areas for physical play that are laid to grass, tarmac and a safety surface for large scale equipment.

The owner holds the NNEB qualification and employs a qualified manager who also has the NNEB qualification and 24 members of staff of whom 20 have a recognised child care qualification and 2 who are working towards one. Support and curriculum advice is given to the setting by the Advisory Teacher and Early Years Partnership.

How good is the Day Care?

Cuddles Day Nursery and Out of School Club provides good quality care for children

aged 0-8 years. Organisation is very good. An extensive operational plan details clear policies and procedures to support the team. The staff work effectively together in their rooms, providing children with good levels of support. The premises and out door play areas provide the children with an inviting, comfortable and welcoming environment. Very good use has been made of the space in each room to support the children's activities and all round development.

There is thorough documentation and effective procedures followed by management and staff to ensure children and all visitors to the setting are safe and that potential hazards are identified, reduced or eliminated. Good health and hygiene is promoted throughout the nursery through effective practices and teaching the children positive routines. A very good balance and range of nutritious snacks are provided throughout the setting. Staff in the baby unit follow clear procedures for the heating and preparing of baby's bottles and feeds. However, not all staff are clear of how to manage some children's individual dietary needs.

Children of all ages are provided with an excellent range and balance of interesting activities that stimulate, challenge and support their development. Play provision is clearly labelled and accessible for them to make their own choices to encourage their independence. Staff are positive role models and manage the children's behaviour throughout the nursery effectively, using consistent strategies that are appropriate to the different levels of children's understanding.

There is very good partnership with parents. Parents are provided with detailed written literature about the setting, the routines and practices followed and the activities provided within each room. Staff keep parents up to date of their children's day through daily, verbal feedback.

What has improved since the last inspection?

There were no actions raised at the last inspection for the setting to address.

What is being done well?

- Staff work as an effective team. They are cheerful, motivated and enthusiastic. They have a positive approach and work well together in their rooms, sharing tasks and responsibilities. They provide the children with positive experiences to promote all areas of learning, supporting them in their choices.
- There is thorough documentation in place to support the smooth running in all areas of the setting. An extensive operational plan effectively identifies how the setting operates, giving staff clear guidance on what is expected.
- Staff are supported well by an effective management structure. This encourages motivation and focus and promotes good staff morale and effective team work.
- Excellent use is made of the premises and out door play areas to provide a warm, welcoming, child-orientated and friendly environment. Effective use is made of all areas to meet the needs of the different age groups and provide a

stimulating, interesting and fun environment.

- Staff follow thorough and effective procedures to ensure a safe environment is provided through good levels of supervision and continual monitoring of their environment.
- Staff manage the children's behaviour effectively throughout the setting. They are positive role models and make good use of praise and encouragement. They have a calm and consistent approach, giving the children clear explanations of what is expected and why.

What needs to be improved?

- the staff's awareness of how to manage children's individual dietary needs.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
8	Continue to ensure that all staff are fully aware of how to manage children's individual dietary needs.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Cuddles Day Nursery proves high quality nursery education overall. Effective planning and teaching enables children to make very good progress towards the early learning goals in each area of development.

The quality of teaching is very good. Staff plan interesting activities which equally cover all areas of development and the early learning goals. They effectively organise the environment to support children in accessing resources for themselves. Staff build strong relationships with the children and work directly with them for most of the time. They use good positive methods of behaviour management and support children well in showing consideration for others. Staff provide good support for children with special educational needs and staff develop their own knowledge and understanding to ensure the children are fully included. They regularly record children's achievements and use these well to plan their next stage of development.

The leadership and management are very good. Managers provide good support for staff, particularly through providing good opportunities to attend training. They effectively monitor the curriculum and the quality of teaching, and continually review and evaluate practice. Good management structures ensure staff are clear about their roles and responsibilities.

The partnership with parents is very good. Parents are provided with good quality information through documentation, daily discussions, the website and regular newsletters. They have good opportunities to share what they know about their child and staff make themselves available daily. Parents receive good information on their child's development and have opportunities to discuss this with the keyworker and find out the plans for their next stages of development. However there is no system to monitor if all parents receive this.

What is being done well?

- Staff use effective methods to support children in understanding boundaries and expectations of their behaviour. For example they use music to indicate to the children that it is time to tidy up, the children respond positively and some sing along to the music at the same time.
- Staff skilfully work with children with special educational needs, taking care to ensure they are fully included in the curriculum and are able to make the same choices. Staff ensure they have the appropriate skills and information to support the children, they attend relevant training and work in partnership with parents and outside agencies.
- Children's physical skills are promoted very effectively through access to a good range of resources both inside and outside.

- Children's personal, social and emotional development is very good due to staff providing good opportunities for children to develop independence, select resources for themselves and build their confidence to have a go at all activities.
- The head of the foundation stage supports staff very well in understanding the curriculum and in planning and teaching the foundation stage effectively. She effectively monitors the practice and provides a good role model for staff.

What needs to be improved?

- the system for ensuring all parents receive information on their child's development.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Staff have implemented an effective action plan to develop the assessment records and provide more opportunities for children to discover how made resources work, and explore music, which were raised as key issues in the previous inspection report.

Staff plan regular activities to provide children with opportunities to explore sound and music. A major contribution to allowing children to explore music is that they now have free access to tape recorders and instruments on which they play and move to a range of rhythms. This allows them to use their own imaginations, for example children try out different ways of hitting an instrument to hear the difference in sound and make up their own songs.

The organisation of the room now allows children good opportunities to access resources, which ensures children have regular opportunities to explore made resources to find out how they work. This includes, staplers, battery operated and magnetic toys.

Staff have sought advice from Poole E.Y.D.C.P. to develop the assessment records. They now use a file to record children's achievements, which are used to inform their development records. Staff then plan the next steps for each child's development. This has resulted in children making very good progress towards the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently operate independently in the environment, they manage age appropriate tasks and their own hygiene well. They select resources for themselves. Children build good relationships with the staff and each other and show care and concern. They take care of the environment and help each other. Children have a good understanding of the expectations on their behaviour and are developing good methods of self discipline.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident to speak out in a group, they ask questions and listen and respond to each other. For example one child says he has made a flying car and another says he has seen a film about a flying car, they then engage in conversation about the film. Children regularly link sounds to letters, they enjoy rhyming songs and join in enthusiastically. They confidently engage in activities requiring hand eye coordination and older or more able children are forming recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently choose number games and select correct numbers in their play. They are developing an understanding of adding numbers together and recognising which group has the greater number. Children recognise and create their own patterns. They are beginning to understand about volume and use mathematical language through practical activities and support, such as knowing a glass is full, half-full, and more than half-full.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show an interest in how things work, such as seeing how close they can get things to a magnet before they stick to it. They confidently operate remote control toys; they know how to use a tape recorder correctly, and can use the mouse to complete a simple programme on the computer. Children display a knowledge of their own environment such that the sweet shop is next to the police station. Children are developing a knowledge of their own and other peoples cultures through activities.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show an awareness of good practices which contribute to their health, such as cleaning their teeth and drinking water when thirsty. Children display very good control when hitting a ball and when climbing and sliding. They demonstrate control and coordination when using the good balancing equipment. Children use a range of small equipment with safety and control, for example children use the pencil sharpener to sharpen all the pencils.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children regularly make constructions and collages, they enjoy painting drawing and experimenting with colours. For example children know that when they mix blue and yellow water they will get green, they mix the two colours together and discuss the changes as they happen. Children enjoy dancing and ring games, they sing familiar songs and explore different sounds of instruments and move rhythmically to different tempos. Children regularly engage in imaginative play making good use of resources.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- devise a system to monitor parents access to the children's records to ensure all parents are informed of their child's development.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.