



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 302025

DfES Number: 535180

INSPECTION DETAILS

Inspection Date 27/07/2004
Inspector Name Helene Anne Terry

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Cute Companions Private Day Nursery
Setting Address 542 Leeds Road
Idle
Bradford
West Yorkshire
BD10 8JH

REGISTERED PROVIDER DETAILS

Name Mrs Catherine Jane Bryan

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

Cute Companions Private Day Nursery opened in 1997. It operates from a large detached converted house in the Idle area of Bradford. The setting serves families from the surrounding areas, which reflect a range of social, economic and cultural backgrounds.

The nursery caters for 58 children from birth to five years. There are currently 64 children on roll. This includes ten funded three-year-olds and seven funded four-year-olds. Children attend for a variety of sessions throughout the week. Currently there are no children attending the setting who speak English as an additional language or who have been identified as having special needs.

The setting opens five days a week 51 weeks of the year from 07:30 until 18:00.

There are 19 members of staff employed to care for the children. Over half of the staff have early years qualifications to level 3 or above. There are currently five members of staff working towards recognised early years qualifications. The setting receives support from the local authority and has a link with the local beacon nursery school. They are members of the National Day Nursery Association and are working towards the quality assurance scheme Quality Counts.

How good is the Day Care?

Cute Companions Private Day Nursery provides good quality care for children. There are very good comprehensive policies, procedures and documentation in place which effectively underpins the setting and contributes to staff being fully aware of their roles and responsibilities. Space, resources and deployment of staff are used very effectively to meet the needs of the children. Staff work very well together as a team and have a good commitment to developing the setting which is evidenced by ongoing training.

Safety within the nursery is fully addressed, ensuring that the environment is a safe place in which children can play and learn. In most of the playrooms staff are active

in promoting health and hygiene through good procedures and practices. Children's individual needs are effectively addressed including their dietary requirements and staff are aware of child protection issues.

A varied, flexible well planned routine is provided for the children, which includes activities indoors and outdoors. Activities in each of the age specific playrooms are age/stage appropriate and address all areas of children's development. There is a very good range of resources available indoors and outdoors which covers all aspects of children's development, many of which represent positive images of diversity in society. The majority of the resources and equipment are at child height encouraging choice and promoting independence. Staff fully involve themselves in children's activities which helps to foster the warm relationships apparent and impacts on the good behaviour of the children throughout the setting.

Partnerships with parents are very good. Parents have access to a wide range of information about the setting, both verbal and in written form. They are also given the opportunity to regularly discuss the well being of their child with their key worker and during parent's evenings, thereby ensuring continuity of care and promoting children's learning.

What has improved since the last inspection?

At the last inspection the proprietor/manager agreed to improve records by ensuring that there was a system available for recording complaints. Good progress has been made. A system is now available.

What is being done well?

- There are very good comprehensive policies, procedures and documentation in place which effectively underpins the running of the setting and ensures the needs of the children are fully addressed.
- The range of activities and resources offered to the children are excellent and cover all areas of children's development. Staff implement the Birth to Three Matters framework and the Foundation Stage curriculum effectively. The rooms for the two to five year olds are divided into specific learning bays with appropriate activities and resources to extend learning. There is a very interesting outdoor play area which is used effectively to enhance children's science and discovery skills. Children are involved in planting and harvesting vegetables which are then served to them at mealtimes.
- A high priority is given to developing and encouraging children's independence and self esteem, particularly in this age group. Most of the resources and equipment are at child height so that children use self selection and children are chosen as monitors to help staff complete little tasks. Children help set the tables for meals, pour their own drinks and confidently help staff tidy activities away. They take pride in their tasks enhancing self esteem and confidence.
- All aspects of safety are fully considered ensuring that the environment is a

safe place in which children can play and learn.

- Relationships with parents are very good. Parents receive comprehensive information about the setting and their children. They have access to their child's development records and key worker ensuring continuity of care is promoted.
- Staff develop very good relationships with the children and effectively address individual needs. Staff listen to the children and involve themselves in the activities. This impacts on the children's interest in the activities and promotes the good behaviour of the children which was observed.

What needs to be improved?

- the rigorous implementation of the nursery's hygiene policies and practices.

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
7	Ensure that all staff are rigorous in implementing the good hygiene procedures and practices in place.

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

How effective is the nursery education?

Cute Companions Private Day Nursery provides a high standard of care and education where children make very good progress in all six areas of learning in the foundation stage.

Teaching is very good. Staff have very good knowledge and understanding of the stepping stones leading towards the early learning goals and the good planning and children's assessments enables staff to provide many challenging, interesting, practical activities. Staff have high expectations of the children and challenges set are age appropriate. Staff use children's assessments to inform future planning, ensuring individual developmental needs are fully addressed. Staff engage children effectively in conversation to support and extend the learning and staff deployment is very good. The nursery provides a wide range of resources to cover all areas of learning and development and areas of play are very well organised and presented. There are no funded children attending with special needs, or who speak English as an additional language.

Leadership and management are very good. Staff are valued and very well supported through a good training programme, staff meetings, an appraisal system and time to plan and prepare. As a result staff display commitment and enthusiasm. There is a shared commitment and understanding towards good early years practices and a desire to continue to improve the quality of care and education. Good monitoring and evaluation systems are in place.

Partnership with parents is very good. They are very well informed about all aspects of the setting including their child's progress. Parents are also encouraged to support and participate by extending learning at home. Parents have the opportunity to share their observations about their child with their key worker and during parents evenings held throughout the year.

What is being done well?

- Staff give a high priority to encouraging children's personal, social and emotional development. They establish very good relationships with the children and respond readily and with enthusiasm to their needs. This fosters the children's confidence and self esteem and has a positive impact on their disposition towards learning.
- Children are given good opportunities to select and explore a wide range of materials and equipment to enable them to create and construct. They enthusiastically and confidently use construction sets, recycled materials, scissors, glue and tape to achieve a desired effect. Staff encourage them to review and improve their work. Children were also using sticky tape as part of free play. Some children wandered around the room looking for something to fix. A child found a book to mend and was delighted with the results.

- Staff provide a very good range of purposeful activities which stimulates children's development in all areas according to age and ability.
- Staff are very competent in using planned and incidental activities to support and extend the learning by engaging children in very effective and positive conversation, which encourages the children to think, question and respond in their own words.
- Partnership with parents is very good. Good communication between staff and parents ensures that they are fully informed about all aspects of the setting including the progress of their child. Parents receive support in how to extend learning at home and overall this impacts on children's ability to learn and promotes continuity of care.

What needs to be improved?

- the opportunities for more able children to climb, swing and slide.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Staff have attended training courses to improve their knowledge of the foundation stage in particular areas of language development, mathematical development and creativity. Staff have also been on visits to an early excellence centre to gain further knowledge on best practice.

Means of sharing information with parents about their child's development has also been improved. Parents evenings to share information about individual children's progress have been introduced throughout the year and parents also receive an end of term report. Discussions with key workers can occur as needed and parents also fill an 'Initial Child Profile' as a baseline for information when a child joins the preschool room.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, motivated and are excited to learn. They confidently initiate interactions with one another and work very well in large and small groups. Children show very good levels of independence and are confident in expressing their needs to others. Behaviour is excellent and children learn to share, take turns and show consideration for their environment and for each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and respond with enjoyment to stories and songs and recall events in their own words. They interact, negotiate and speak clearly and use language to explore feelings, sounds and ideas. Children are beginning to link sounds to letters of the alphabet and more able children can write their names. During role play children are beginning to understand the use of writing as a means of recording and communicating as they are encouraged to write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from lots of opportunities to practice basic mathematical skills through well planned and everyday activities. They reliably count to ten and over, can count objects on a one to one correspondence and can recognise numbers, shapes and colours. More able children use their knowledge to solve simple number problems when playing games, counting and comparing blocks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore and investigate, to observe patterns of change and how and why things work, such as planting and observing seeds grow. They learn how to select, join and fasten materials together. They are beginning to develop IT skills by learning how to operate simple equipment on the computer. Children learn and understand about their environment and develop a positive respect for the wider world, different lifestyles and cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely indoors and outdoors. They develop good control and confidence when using equipment such as balancing beams and wheelie toys. They use a wide range of tools indoors to develop their fine skills for example when using pencils, crayons, paint brushes, glue sticks, scissors and malleable materials. Children show an awareness of good health practices, such as food that is good for them, the need to wash their hands and they talk about the spreading of germs.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore colour shape, form and texture in two and three dimensions making models and paint and design collage. They practice real and imagined experiences in the role play area and outdoors. They enjoy music, dancing and musical instruments and sing simple songs from memory. Children have many opportunities through a good range of materials to explore and express their thoughts and feelings.

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 were no significant weaknesses to report, but consideration should be given to improving the following:
- provide more challenging opportunities for older children to climb, swing and slide.

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.