

# Cheeky Chums Day Nursery

Inspection report for early years provision

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**Unique reference number** EY395250  
**Inspection date** 24/01/2011  
**Inspector** Katie Dempster

**Setting address** Pinn Medical Centre, 8 Eastcote Road, PINNER, Middlesex,  
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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 is one of two nurseries run by Ransals Ltd. It opened in 2009 and operates from six rooms within a converted building in Pinner, in the London borough of Harrow. The building has disabled access. Children have access to an enclosed outdoor play area. It is open each weekday from 8.00am to 6.00pm for 51 weeks of the year.

It is registered to care for 88 children in the early years age range and there are currently 70 children on roll. Children attend for a variety of sessions each week. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs 14 full-time staff and two part-time members of staff. Of these, 11 staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well and enjoy a broad range of activities that promote most areas of their learning and development well. Systems for monitoring and assessing children's progress are effective planning for children's individual next steps. Children play in a bright and highly stimulating environment which is safe and well organised. Effective communication and information sharing with parents, carers and other professionals ensures that children's individual care needs are well understood. Ongoing evaluation enables the management and staff team to identify the strengths and weaknesses of the service and to make improvements to meet the needs of the children and their families.

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

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

- create a stimulating outdoor environment that offers a range of activities which will encourage children's interest and curiosity across all areas of learning
- increase opportunities for children to engage in activities supporting their understanding of technology and ICT, in particular, for the younger children

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

Robust procedures are in place to ensure that children are safeguarded. Clear written policies outline the procedures to be followed should staff have any concerns about children. All staff have received safeguarding training, which is updated annually, and any concerns are discussed at the team meeting, this reflects the high importance given to protecting children within the setting. These include the process to be followed should any allegations be made against staff. Comprehensive risk assessments are undertaken which include daily checks and annual reviews of the setting's environment. The nursery is safe and secure with entry to the premises well maintained, for example, a finger print entry system means only those authorised to be on the premises can gain access.

There is a good commitment to engaging parents and carers in the life of the nursery. They are offered a range of written information including newsletters, notice boards and informative displays. Their views are sought through regular conversations, feedback forms and the use of a comments box. Parents and carers are informed of their child's learning and development and discuss their progress at parent's evenings. The nursery has made links with local schools, in particular, local private schools to which some of the children attending the nursery often go on to, to ensure their curriculum includes the development of some of the skills children may require.

Management are committed to driving improvement and have put in place various systems in place for self evaluation. A formal self evaluation form is completed by management and staff members, meaning the setting is able to reflect on practise and generate awareness of the areas requiring improvement. They have highlight relevant next steps for themselves which will have a positive impact on outcomes for children. For example, increasing outdoor play facilities and extending the range of ICT and technology equipment for the younger children.

All children are valued as individuals and made to feel welcome in the setting. Staff act as key people and ensure full information is obtained from parents about children's personal routines, to enable them to meet children's individual needs. Children have access to a range of resources reflecting positive images of diversity, including pictures and posters around the room, dolls and figures. They have opportunities through topic work to learn about different cultures and religions and enjoy tasting food and making different art and craft ideas relating to the various celebrations, such as Diwali and Eid and Holi.

Children play and learn in a bright, child-centred environment. Space is well used and a good selection of toys and resources are provided which are present very well. Children confidently select equipment from the low level storage and enthusiastically join in activities with staff.

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

Children have fun as they play in the clean, bright and attractively presented nursery environment. They enjoy a good balance of free play and adult initiated activities throughout the day. Systems for observations, assessment and planning are efficient in tracking children's progress and planning for their next steps. Activities to support children's creative development are well evidenced around the setting as children's work is proudly displayed. These include collages, paintings and mark making. Older children have access to ICT and other interactive toys, they are also visited by an outside company who help develop children's understanding of using technology. However, many resources to support children's mathematical development, for example, floor puzzles, number symbols, shape charts, sequencing games. Furthermore, children are using their problem solving skills as they try to work out how to get a large ball caught up in the small basket ball net. The outside play area offers opportunities to stretch children's physical skills as they run, jump, balance and climb. Children negotiate space as they steer wheeled toys and enjoy sliding down the small slide. There are however, limited opportunities for children to develop in the other areas of learning during outside play. Overall, the broad range of activities, positive atmosphere and high level of care and attention given to promoting children's learning ensures that they are making good progress.

They are given very good support to develop their self care and independence skills as they routinely wash their hands before eating and after using the toilet and serve themselves at meal times. They learn about the importance of healthy eating and have been visited by a parent GP who led a discussion on healthy habits and looking after our bodies. Staff with first aid qualifications are present each day and appropriate records are maintained of accidents and any medicines which are provided.

Children demonstrate a good sense of security within the nursery. They learn about safety practises during trips out where they discuss road safety and zebra crossing. Their learning is then consolidated back at the nursery where they practise road safety within the role play area. In addition, they benefit from visits from outside agencies such as the fire service.

Behaviour within the nursery is very good and staff act as positive role models. Children are developing good social skills as they chat happily to the staff and their peers. In addition, they are well supported to develop a social conscience by taking part in fund raising events for the nursery's supported charity. These skills, together with the good progress they are making in their learning and development, helps to prepare children for the future.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

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

<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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