

Cuddles Day Nursery Ltd Day Nursery and After School Club

Inspection report for early years provision

Unique reference number	511373
Inspection date	23/03/2011
Inspector	Bridget Copson
Setting address	The Pavilion, Learoyd Road, Canford Heath, Poole, Dorset, BH17 8PJ
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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

Cuddles Day Nursery and Out Of School Club is one of two settings run by the same provider and is privately owned. It opened in 1999 and operates from a purpose-built unit and a converted pavilion in Canford Heath, on the outskirts of Poole, Dorset. Children are accommodated in age related units and have use of secure outdoor play areas.

A maximum of 96 children aged from three months to under eight years may attend at any one time, of whom only 18 may be under two. The group is in receipt of funding for the provision of free early education to children aged two, three and four. It is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The group is open every weekday, for 51 weeks a year from 7.45am until 06.00pm. There are currently 355 children on roll, all of whom are in the early years age group. The group cares for children who learn English as an additional language and children with special educational needs and/or disabilities.

The group employs 23 staff, all of whom hold or are working towards appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met to a high standard by dedicated staff, highly effective team work and excellent working partnerships. Children's uniqueness is cherished and reflected positively throughout the setting. They are cared for with equal concern and included well in most areas of the provision. Children's learning is planned and promoted individually and to a high standard. As a result, they are making rapid progress through the Early Years Foundation Stage. The management and staff are all committed to driving on-going sustainable improvement to the quality of early years provision. Reflection and self-evaluation, including the views of staff and parents, have resulted in extensive improvements in further supporting children in achieving the Every Child Matters outcomes.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing all younger children with more support when playing in the large outdoor play area at busier times.

The effectiveness of leadership and management of the early years provision

Children's welfare is of paramount importance to staff who implement extensive systems to assure their safety and well-being at all times. Robust employment and vetting procedures, induction programmes and appraisals ensure all staff working with children are suitable, well qualified and closely informed. Thorough risk assessments, a wealth of daily records and staff practice assure very high standards of health and safety are maintained. In addition, staff have an excellent knowledge and understanding of their child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children.

Staff work extremely efficiently as a team, despite recent changes. Consistent staff in each room organise a very warm and welcoming environment and carefully planned activities. Great care is taken to support children in their transition through the nursery. Particular attention is given to ensuring key persons in the baby units are available to attend to their care routines. As a result, infants sleep peacefully, eat well and are building close attachments. Staff create a very positive and cheerful environment with lots of shared laughter, kindness and consideration. They take care to ensure children are all actively involved and included. However, on occasions some younger children playing in the large playground appear overwhelmed and not fully included when it is very busy. Staff support children closely in learning about the needs and feelings of others. As a result, children of all ages show care and concern for others and are forging friendships with peers who they seek and to cuddle up and play with. Children also learn to respect and value diversity. They see a positive reflection of every child's culture, language and identity within the whole setting. They also learn about the cultures and beliefs of others from within their local community and the world world.

The setting has exemplary systems for rigorously monitoring and evaluating the quality of provision to identify aspects for development in all areas. This includes an Ofsted self-evaluation record, activity evaluation, staff and senior management meetings, room evaluations each term and close links with the local authority. As a result, any weaknesses are addressed quickly and efficiently and realistic action plans developed to secure improvements which will have a direct impact on children's individual needs.

Staff have established excellent partnerships with parents and all others settings and professionals involved in children's care and learning. Parents are provided with a wealth of information relating to the care of their child, including the option of a home visit. Parents' views and involvement are highly valued and actively sought. They are requested to complete 'All About me' and 'I am Special' forms for their child, fill in annual surveys and are invited to attend consultation meetings and 'messy play' coffee mornings. They are closely informed every day through notice boards, newsletters, home books, message whiteboards and, importantly, face to face contact with their child's key person.

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

Children of all ages enjoy a broad range of resources to support their areas of development, all of which are easily accessible to promote independent play. They benefit from very well planned days which provide plenty of free exploration, organised activities with a learning purpose and small group time for more structured learning. School age children are encouraged to contribute to the planning and organisation of the activities. Staff provide activity flyers for the holiday periods to allow parents and children to choose the activities and events they would like to participate in most. Staff interact with sensitivity and skill, knowing when to observe and when to step in to support and extend children's play. Staff have an in depth understanding of the Early Years Foundation Stage, and know the children they care for extremely well. They use this information to plan, monitor and promote children's learning very effectively on an individual basis. Staff keep detailed and up to date logs and assessments of their progress and emerging interest. From this they successfully prioritise and plan their next steps of learning. As a result, children are highly active and involved, and making excellent progress.

Children arrive happy and very excited. They settle in quickly, seeking out friends and staff to share their news with and to play with. They are interested and motivated learners who focus for long periods. Infants are developing very warm and loving attachments to their key persons who offer them close contact, lots of affection and continuous reassurance. Children of all ages are developing excellent communication, language and literacy. Their voices are respected whilst they are also encouraged to learn to listen well to others speaking. Their communication is actively promoted through many opportunities to talk, share their knowledge and thoughts and to make decisions. They join in singing, stories and enjoy answering the staff's many questions. Children have a wealth of opportunities to read and mark make purposefully in their play rooms and in the outdoor areas to support their preferred play environment.

Children count continually in their play and are learning to recognise and name numerals well. They are encouraged to problem solve in a wealth of play and practical activities. For example, infants and toddlers explore objects in baskets to find out what they do and how they work; toddlers and older children learn to dress themselves and fix constructional equipment together to build. Children learn about the environment through planting, tending and harvesting fruit, vegetables and herbs in the garden. They learn about living things through caring for the group pets and feeding the birds. They are also involved in the local community in which they visit the shops and library and meet many professional working in the community. Children use their imaginations extremely well. They role play in changing home corner environments and with small word sets they design and build with constructional equipment. They explore a broad range of different media and materials in sensory and creative activities which they use both indoors and outside. Children join in singing and action songs with enthusiasm, with infants smiling, clapping and hopping about.

Children feel extremely safe and secure within the setting. This is nurtured with great sensitivity for younger infants and new children settling in to promote their sense of security. Children are also continually learning about how to keep themselves safe. They are developing an excellent attitude to healthy lifestyles. They enjoy outdoor play, know to wash their hands regularly and brush their teeth after meals. They enjoy healthy, well-balanced meals and snacks and access to water at all times. Toddlers and older children learn about healthy eating during the 'Healthy Body, Happy Me' topic week and all children are actively encouraged to meet their 5-a-day fruit and vegetable intake. Children's physical development and fitness is promoted very well through continuous access to the extremely well-resourced outdoor play areas, allowing more active children to run freely to let off steam. Infants benefit from equipment to support their core strength, balance and early mobility, including one to one 'tummy time'.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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