

Cybertots At Limetrees Childrens Centre

Inspection report for early years provision

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Type of setting	Childcare - Non-Domestic

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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 at Limetrees Children's Centre is one of four nurseries run by Cybertots Limited. It opened in 2006 and operates from purpose-built premises at Limetrees Children's Centre in Northolt, in the London Borough of Ealing. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may care for a maximum of 20 children under eight years at any one time, all of whom may be in the early years age range, with no more than nine under the age of two years. There are currently 45 children on roll. The nursery is open each weekday from 8am to 6pm all year round. It is in receipt of funding to provide free early education for children aged two, three and four years. The nursery supports children learning English as an additional language and children with special educational needs and/or disabilities. All children share access to an enclosed outdoor play area. The nursery employs 10 staff, including a full-time cook/cleaner. Most staff hold appropriate early years qualifications and five of them are working towards a further qualification. The nursery also takes students studying for childcare related courses.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery meets the needs of young children extremely well. All children thrive and make outstanding progress overall, including those who are learning English as an additional language and those with special educational needs and/or disabilities. Very robust safeguarding measures are highly effective in promoting children's safety. The manager provides excellent leadership to a highly motivated staff team that shows exceptional commitment to pursuing the highest possible outcomes for children. As a result, the capacity to maintain continuous improvement is excellent.

What steps need to be taken to improve provision further?

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

- encouraging children to be more independent at snack time.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues among staff at all levels, and all staff receive annual training. Extensive recruitment and induction procedures, including the necessary background checks, are highly effective in assessing the suitability of staff. Staff carry out thorough and detailed risk

assessments very effectively to maintain an exceptionally safe environment. Innovative resources are in place, such as child height handrails to support children with mobility difficulties, and sun umbrellas to protect children from too much sun as they play. As a result, all children show a very strong sense of security and feel safe within the nursery.

Frequent reflection on practice is a real strength of the nursery because it leads to exemplary continuous improvements. The manager values her staff very highly and she includes them fully in developing practice. For example, following an inspirational visit to a nursery overseas, she shares her passion and ideas with the staff team. All staff regularly attend training, and they use information and new ideas very effectively to improve practice. The combination of a highly skilled staff team and exceptionally high aspirations results in excellent monitoring of all aspects of the nursery and its impact on outcomes for children.

The learning environment is highly stimulating and very inviting to children. It includes high quality, imaginative resources, which staff organise into very attractive, accessible areas. This process supports children's enjoyment and achievement very effectively. Staff make excellent provision for children to play outside whenever they choose and the nursery provides wet weather clothing to enable them to do so all year round.

The manager shares information effectively with other settings that children attend and works extremely closely with the local primary schools to support smooth transitions. There are very close and effective partnerships with other support agencies and specialists, such as speech and language therapists. Staff share a very high commitment to integrating all children. For example, they all learn sign language to provide exemplary support for children with language delay and those learning English as an additional language. Children develop an excellent appreciation of differences in society because staff celebrate and share all children's culture backgrounds. Staff make routine observations to build clear learning records of all children's individual achievements and use these very effectively to inform planning. This process ensures that all children can make superb progress no matter what their starting points and capabilities.

Partnerships with parents and others are highly valued and very successful. Staff display all policies and procedures prominently so that they are very easily accessible. They share exceptional information with parents about children's experiences through daily discussions, newsletters, photographs and creative displays of work. Staff are very creative in encouraging parents to extend their children's learning at home. For example, they make available themed boxes for parents to borrow, which include clear learning objectives.

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

The nursery enables children to become highly effective, independent learners with a strong spirit of curiosity. Children achieve exceptionally well in all areas of

learning because of the high quality activities and outstanding support provided. All children can use all toys, both indoors and outdoors. Some are very simple resources but they are highly stimulating and allow for freedom of play and the development of imagination. For example, a large cardboard box draped in attractive and tactile material provides a den in the babies' area. This resource enables even the youngest children to have an enticing space into which they can crawl with obvious delight. Older children benefit from excellent interactions with staff about mathematical concepts and language, for example, while filling and emptying containers. Innovative ideas to engage children's interest, such as providing fresh vegetables in the home corner instead of plastic ones, extend their understanding of the natural world very effectively. Children thoroughly enjoy singing games, which help them to identify sounds and rhyming patterns in words. They concentrate well as they listen to stories told by staff and to the stories they tell each other. Outstanding observational assessment, record keeping and analysis of children's progress provides a very clear picture of what children achieve and what to do next. This process enables staff to match children's learning exceptionally well to their individual needs. As a result, children are making excellent progress in developing skills for the future.

Staff dedicate time to get to know children and their families and carers even before they start in the setting. This fosters exceptionally strong relationships, which help children to settle quickly and to feel very secure. Very strong support for children with special educational needs and/or disabilities and for those learning English as an additional language, ensures that they make the same excellent progress as others.

Staff promote children's personal, social and emotional development extremely well. Children establish very caring relationships with one another because staff place a high emphasis on all children developing excellent levels of self-esteem. Staff generally encourage children's independence very effectively, although they do not always promote this well at snack time, when they sometimes pour children's drinks for them. Children very confidently talk about how they feel and they make decisions about whether they want to play alone or to be part of a group. When they do play together, nearly all children show an excellent understanding of following rules and routines.

All children have access to outdoor play every day so that they can get plenty of exercise and fresh air. Children have an excellent understanding about keeping themselves safe and healthy. They very confidently remind each other not to touch the toaster, as they know it is hot. They show an exemplary understanding of brushing their teeth after eating, wearing sunscreen in hot sunshine and washing their hands before lunch to 'stop germs'. The nursery provides all meals from fresh ingredients, and takes exceptional account of all allergies and preferences.

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