

Cheeky Chums Day Nursery

Inspection report for early years provision

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Inspector Vicky Vasiliadis

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Cheeky Chums Day Nursery registered in 2012. It is situated in Edgware in the London Borough of Harrow. Children use three group rooms, two are based on the ground floor and one on the first floor. They also have access to an enclosed outdoor play area. The setting is open between 8am and 6pm for 51 weeks of the year. It closes for a week at Christmas and for bank holidays.

The nursery is registered on the Early Years Register. A maximum of 78 children in the early years age group may attend at any one time. There are currently 55 children on roll aged from three months to three years. Once children turn three years, they move onto the sister nursery, which is situated on the opposite side of the road and takes children from three to five years. The nursery provides free early education for children aged two and three years. It supports a number of children learning English as an additional language.

The nursery employs 14 staff to work with the children, of these 12 hold appropriate early years qualifications. There are two members of staff working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children have the opportunity to engage in a good variety of age-appropriate and fun activities within a safe environment. There are highly effective systems in place to work with parents and carers. Staff work with parents to find out children's interests, likes and dislikes and plan accordingly to meet children's individual needs. The nursery has effective systems to reflect on practice. Consequently, it demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- encourage staff to tune in to, rather than talk at, children, taking their lead and direction from what the children say or do
- follow children's lead as they explore their surroundings, people and resources.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment. Staff have a good understanding of safeguarding issues and the reporting procedures to follow. In addition, all staff have recently completed safeguarding training. There are clear written policies and procedures in place to support practice. Staff make effective daily checks which help to ensure that the premises are safe. The staff are well-deployed and, as a result, children are effectively supervised and supported. Robust recruitment procedures help to ensure that adults caring for children are suitable to do so. Staff monitor visitors to the premises, who are required to sign in and out. Any unvetted individuals do not have unsupervised access to children. Subsequently, children are safe and their welfare well promoted.

The nursery demonstrates a good capacity to maintain continual improvement. Staff and management share a clear vision and know where their strengths lie and what improvements they need to make. They work closely with their local authority advisors to reflect on practice. They recently introduced peer observations as part of their reflection processes. The management team recognises the importance of continuous professional development. Staff are encouraged to attend regular training courses, both in-house and externally. In addition, they are encouraged to develop further their professional qualifications. As a result, staff develop their skills and knowledge which impacts positively on their ability to improve outcomes for children. Children benefit from an environment where resources are good, fit for purpose and which support their development well. Toys and equipment are easily accessible which helps children to make independent choices about what to do.

There are excellent systems to promote partnership working with parents and carers. Parents are actively encouraged to be involved in the nursery and well-organised systems are in place to share information. For example, staff talk to parents and carers on a daily basis and provide them with written feedback about their child's day. Parents are encouraged to contribute to planning as they regularly share children's interests and home events with staff. In addition, photos, artwork and captions of children's learning are innovatively displayed throughout the nursery. There are regular review meetings with parents to discuss children's progress. The nursery also organises parent information evenings with guest speakers. For example, the local authority advisor recently attended a session to inform parents of the revised Early Years Foundation Stage. In addition, there is an extremely informative reception area. This helps to signpost parents to other services and provides information about how they can support children's health and well-being. Consequently, parents are very well-informed and included in children's continuous learning and development. Information about the Early Years Foundation Stage and planning is also available to parents. This helps to support their understanding of the ethos and practices of the nursery. Discussions with parents reveal that they are extremely content with the service, and that their children are learning and happy. In addition, the nursery has effective links with other professionals involved in the care of children. For example, they work well with the local authority inclusion team to address any developmental concerns as

early as possible. They also help children with the transition to school. For example, they prepare transitional documents and invite teachers into the nursery.

The nursery effectively supports children's understanding of equality and diversity. Children use an enabling environment that is rich in signs, notices, words, books and pictures. These take account of their individual needs, home backgrounds and cultures. Staff support children learning English as an additional language well. Many of the staff are bilingual and are able to communicate with children in their home languages. For example, children learn songs in English and Hindi and thoroughly enjoy moving their bodies as they join in with the songs. In addition, the nursery celebrates a number of festivals and special events. For example, fathers were recently invited into the nursery for Father's Day and Holi celebrations took place. Consequently, this helps children and their families to feel included and valued.

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

Children benefit from a challenging learning environment, both indoors and outside. Staff implement effective systems for planning, observing and assessing the children's progress. As a result they tailor planning to meet children's individual learning needs and children make good progress. Children are eager to engage in conversations with their peers and adults. For example, they enjoy talking about what they are doing while playing at being hairdressers. Staff pose many open-ended questions and generally engage children in sustained conversations. However, there are times when some staff talk at children in very loud voices rather than talking with them. This does not fully support children's communication skills. Children play a full and active role in their learning, showing curiosity and desire to explore. For example, they enjoy touching the pretend snow while investigating how it feels. They have good opportunities to practise their early writing skills. For example, they make marks on large pieces of paper and make patterns in the pretend snow and sand. Children show an interest in technology. They enjoy investigating programmable toys and are eager to explore buttons on visitors' laptops. However, staff do not follow their lead by providing alternative equipment for them to experiment with.

Children benefit from a welcoming environment that reflects their backgrounds and wider community. For example, resources and visual images that reflect diversity are incorporated into the children's play throughout the course of the day. There is an effective key person system in place, which helps to ensure that children feel secure. Staff manage children's behaviour well and talk to them about sharing and taking turns.

Children learn effectively about healthy lifestyles. They learn about which foods are good for them and develop an understanding of their own personal hygiene. The nursery obtains relevant information from parents in respect of children's health and dietary requirements so that these can be met fully. Children enjoy meal times, which are a social event. The children are cared for in a safe and secure

environment and are learning effectively about the importance of how to keep safe. For example, older children learn that when walking up and down the stairs they must hold onto the railings.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1

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

Outcomes for children in the Early Years Foundation Stage	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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