

Cybertots On The Green

2a Drayton Green, West Ealing, London, W13 0JF

Inspection date

13/02/2013

Previous inspection date

14/12/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- A robust 'settling in' procedure includes a home visit and visits to the nursery. This system effectively engages parents in their children's learning and development from the onset.
- Staff provide good support for children to develop their language skills.
- Children's progress is monitored effectively. As a result, children's individual needs are met and extra support with their learning and development provided where required.

It is not yet good because

- The required ratio of staff to children is not consistently maintained.
- Outdoor activities that encourage children to learn about numbers are not as well-resourced as other areas.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and interactions with staff.
- The inspector talked to staff, children and management.
- The inspector carried out a joint observation with the nursery manager.
- The inspector sampled documents including staff and children's records, policies and procedures and other relevant documentation.

Inspector

Emma Power

Full Report

Information about the setting

Cybertots on the Green is one of four nurseries run by Cybertots Limited and registered in 2004. It registered on the Early Years Register, and compulsory and voluntary parts of the Childcare Register.

The nursery operates from a purpose built building in Drayton Green, in the London borough of Ealing. It is open each weekday from 8am to 6pm for 50 weeks of the year. Children have access to an outdoor play area.

There are currently 80 children aged from eight months to under 5 years on roll, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 22 staff, of whom 20 hold appropriate early years qualifications and two have Qualified Teacher Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the required ratios of staff to children are met at all times

To further improve the quality of the early years provision the provider should:

- develop further activities that teach children about numbers particularly in the outside areas.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery provides a well-resourced and stimulating environment for children to explore, learn and develop in. The nursery provision is consistent throughout so therefore all children attending enjoy a rich and challenging experience. For example, throughout the nursery staff have created special spaces for children to play and talk with friends. There are tents and cardboard boxes to hide in for the babies and dens where older children enjoy imaginative play.

Staff encourage children's language development very well. Younger children have great fun as staff sing familiar songs and children join in with the actions. Older children bring in favourite books and, with support from staff, tell the story to their friends.

The nursery promotes equality well. Staff speak to children who are learning English as an additional language in both English and their home language. They plan activities and provide resources that reflect the cultures of children who attend such as Chinese newspapers in the role-play area.

Staff have good knowledge of the ways in which children learn because they observe

children carefully, identifying their interests and individual needs. Staff use the information, from their observations, to plan interesting activities that support children's progress. They support all areas of children's learning and development through well-implemented plans. However, staff do not consistently provide activities linked to number play especially in the outside area.

Staff keep good records of children's achievements. They record children's progress using photos and information from parents. Staff use these systems well and are able to recognise quickly when a child is in need of some extra support in nursery. Overall, all children make good progress in their learning and development.

Staff have high expectations of children in their care. Children in the pre-school room write their own name as they arrive to register themselves. Circle times encourage children to acquire skills for the future. They look at the different fastenings on coats and try to put them on independently. Staff encourage them to ask a friend for help, thus supporting friendships and skills for independence.

Staff begin to build strong relationships with parents before the children attend the nursery. Every family receive a home visit from the child's key worker and room leader. This practise supports very good relationships between parents and staff from the onset. Staff gather detailed information from parents about their children. They use this information to further support a child's learning in the nursery. The staff keep parents well informed about their child's progress. They meet regularly to share children's individual records and parents are encouraged to contribute to these. Regular newsletters and online notice boards mean all parents are given consistent information about events in the nursery and how best to support their children at home. Parents regularly visit the nursery. For example, a parent helped with a Chinese New Year craft activity. Parents also attend workshops run by staff, a recent one provided parents with information on the revised Early Years Foundation Stage.

The contribution of the early years provision to the well-being of children

The nursery is welcoming, bright and airy with good displays of children's creations. Relationships with parents are very good and because of this staff know the children and children's individual care needs very well. The children in the nursery are confident, comfortable and settled in their surroundings. Young children who have just started at the nursery have already begun to develop secure attachments with their 'key' member of staff. This is because the staff implement a very good procedure for children to settle in to the nursery. Parents, as well as receiving a home visit, stay with their children for a series of nursery visits. They visit until they are confident their child is happy and settled. Staff are kind and sensitive to children's needs providing reassurance when a young child becomes tired after a busy singing session.

Children play well together and staff provide clear guidance when disagreements between children arise. Staff support children sensitively to say sorry and explain, for instance, why they need to be careful with the sand. Staff implement a consistent strategy throughout

the nursery, which supports children to learn about what is acceptable behaviour. The teach children about 'kind hands' and 'helpful hands' and children use this in their own play telling friends 'I am being helpful, I have helpful hands.'

The organisation of the environment encourages children to be independent. They can easily access a wide range of resources and make choice as to what they would like to play with. Children can choose where possible, where they prefer to play indoors or outdoors. Children have great fun outside, they chalk on large boards and hide in dens made in the bushes. A large climbing allows them to challenge themselves physically and take supported risks in their play developing good physical skills. Staff supervise children in their play and are aware of hazards to provide a safe play environment.

Staff foster children's independence well. Children in the pre-school room take great pleasure in setting tables for lunch. They carefully carry china plates and glasses, counting spaces and the amount of cutlery acquiring useful skills for their future lives. Lunch is a social activity; staff sit with children and join in with their conversations. They tell children the correct names for food such as 'chickpeas' encouraging skills in communication. Children talk to each other and encourage friends to try new foods laughing and chatting as they do, building friendships. The nursery cook prepares a freshly cooked lunch daily to benefit the children's development.

Staff support children to move rooms in the nursery and prepare them for the next stage of learning well. Children visit their new room with their key worker over a period of time so that they can gradually feel confident in their new surroundings. When children are moving on to school, the nursery wherever possible encourages a meeting between staff and the new teacher.

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

Overall, staff implement policies and procedures that safeguard children well. Staff all receive training on protecting the well-being of children. They have a sound understanding of the procedure to follow if they have a concern and display referral flow charts throughout the nursery.

Management follow robust procedures when employing staff and carry out rigorous checks to employ only suitable people to work with children in the nursery. New staff follow a detailed induction programme where they meet regularly with management to review their understanding of the nursery's policies and procedures. The nursery is secure and overall staff follow procedures consistently to maintain safety. There are key pads on doors and the outside area is secure with a buzzer system and a tall metal fence.

Management are supportive of their staff and a good programme of professional development is in place. This means that staff engage in regular training, which is evident in nursery practice. For example, the introduction of 'spaces to communicate' which benefit children's language development. Staff receive regular supervision and appraisals to monitor their performance and support their knowledge and understanding of current

early years practice.

The inspection was brought forward following concerns raised about the ratio of staff to children. At the inspection, it was found that the ratios of staff to children as required by the Statutory Framework of Early Years Foundation Stage are not consistently maintained. The staff rota reflects that staff arrival in the morning is staggered over a period of time. This means that on occasions there are insufficient members of staff present. However as children were sitting at tables eating breakfast there was adequate supervision and there was no adverse impact seen on their care. The failure to meet ratios at all times is a breach of statutory welfare requirements. Documentation shows a similar system in the evening with staggered staff departure. However, there was no evidence to suggest ratios were not met at this time.

There are systems to monitor the activities and experiences staff offer to children. Staff complete their own self-evaluation and observe each other to monitor their practice. Staff track the progress of all children who attend the nursery well. They identify the needs of children or groups of children quickly and implement appropriate strategies to support them. Management uses information from monitoring children's progress to inform self-assessment and create action plans.

The action plans show on-going improvements in the nursery provision. There are good systems in place to take into account the views of parents, staff and children and other partners. Written evaluations from parents provide good feedback on the nursery provision and management incorporate these views in to action plans. The nursery has good partnership with external agencies such as the local children's centre for whom they are linked with for providing day care.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
| The requirements for the voluntary part of the Childcare Register are | Met |

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|-------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets |

| | | |
|---------|--------------|--|
| | | the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY281374 |
| Local authority | Ealing |
| Inspection number | 902419 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 58 |
| Number of children on roll | 80 |
| Name of provider | Cybertots Limited |
| Date of previous inspection | 14/12/2009 |

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|-------------------------|---------------|
| Telephone number | 020 8997 3990 |
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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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