

Cheeky Chums Day Nursery

Pinn Medical Centre, 8 Eastcote Road, PINNER, Middlesex, HA5 1HF

Inspection date	05/04/2013
Previous inspection date	24/01/2011

The quality and standards of the early years provision	This inspection:	2
	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		2

The quality and standards of the early years provision

This provision is good

- Staff promote and support children's communication and language skills well, through the use of books, by speaking regularly to children, and asking open ended questions.
- Babies have very good opportunities to explore and investigate their surroundings and engage in a wide range of interesting play experiences.
- Moves between one room and another are effective, as a result children settle well and parents are kept informed about their children's needs
- Partnerships with parents are successful and as a result children's individual needs are well supported

It is not yet outstanding because

- Staff do not always fully enable children to continue to extend role play activities, or to use real life objects in their role play on a more regular basis.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The Inspector observed practice in each of the nursery rooms.
- The Inspector spoke to parents to gain their views.
- The Inspector undertook a joint observation with the manager in the Cubs room.
- The Inspector sampled the documentation.

Inspector

Maria Conroy

Full Report

Information about 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. There are currently 96 children in the early years age range 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 a total of 17 staff of those three are part time and of those six are bank staff. Of these, 11 staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

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

- enhance the opportunities indoors and outdoors to enable children to fully extend their role play activities and to use real life objects in their play.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. Staff use children's interests which are identified through speaking with parents and observations of children. Staff plan specific activities for individual children to support them with their development. Staff use observations to track children's progress and identify that they are making good progress. Staff carry out two-year-old progress checks on all relevant children. They forward these to health professionals and share with parents. This, along with assessments when children move from room to room, helps to identify how well children are making progress in all the areas of learning. Staff are able to identify gaps in children's learning and plan well to close these gaps.

The nursery provides a good range of activities both indoors and outdoors to support all areas of learning. Children demonstrate the characteristics of effective learning as they engage in, and explore their well organised play areas. Children enjoy lots of outdoor play where they take part in activities that cover all areas of learning. They build cars from large bricks in the garden, using their large muscles and their problem solving skills. They use hoops to steer the car in which they are travelling. They go shopping in the garden and invite the staff to buy their lunch. Children enjoy exploring real life experiences

through role play. For example, they make phone calls from their post office and use envelopes to write their letters. However on occasions, staff have not provided the best resources to enable children to fully extend this role play. For example there are no stamps to post their letter or parcels to bring to the post office to fully extend this activity.

Staff promote children's communication skills skilfully. They love to listen to stories throughout the day, and respond enthusiastically to their favourites. Children enjoy singing songs they are familiar with and follow simple actions, making the links between words and their meaning. Staff are effective at teaching younger children how to speak, for example, they describe things that children are playing with and children repeat words such as 'sticky.' They ask open ended questions for older children, for example 'What colour do you think makes purple?' Children use language well to share their thoughts, feelings and ideas. Very young children have access to a range of exciting materials to explore in treasure baskets. The attractive resources interest children, and as a result they explore their surroundings, moving towards the items and handling the different textures. This supports their all round physical development well. Staff give children good opportunities to use mathematics in practical situations. They help staff count out cups and plates for the group at snack time, making links between numbers and objects.

Parents comment that they feel fully involved in their children's learning. There are regular opportunities for parents to meet with their child's key person to discuss their learning and achievements, and where children need support. Key persons invite parents to contribute to the planning for their child. For example, they share what children have done over the weekend, their interests, and things they may be working on at home such as potty training. Children's work is displayed around the nursery and there are photos of them taking part in some of the activities provided. A daily diary is provided for younger children and staff speak to parents when they collect their child. This continuity underpins the strong progress of children in the nursery and they benefit from a shared approach to learning. Children are settled and happy because of this good continuity of care. Newsletters provide further information about events and what is going on in the nursery. Parents comment they are very happy with the nursery. They feel they are well informed, that their child's development is progressing well and that their child has a wide variety of activities to take part in.

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

The key person system is effective and this enables staff to get to know children well. All other staff in the room are equally aware of the children in their care. Children are beginning to develop their independence skills. They serve themselves during meal times and they make choices about what they would like to play with. Good manners are promoted and children are encouraged to be kind to their friends. Children behave well because staff are positive role models. Staff treat children with respect and as a result children are kind to their friends. Staff manage behaviour appropriately, They handle children well. All staff are aware of behavioural management policies and that these clearly state that they must not use physical punishments.

Children are provided with good opportunities to learn how they can have a healthy lifestyle. They regularly go outside in the enclosed garden to play, where they climb on the frame, learn to peddle bikes and paint using brushes. They enjoy choosing from the range of fresh fruit during snack time and drinking water is available throughout the day. Mealtimes provide children with a balanced diet that supports their individual dietary needs. Staff talk to children about hand washing enabling them to learn why they do this. Children's personal needs are met well. Staff change children's nappies regularly throughout the day and staff happily increase nappy changes if parents wish them to. Children who use the toilet are sensitively supported by staff, who remind them gently to use the toilet. Staff use effective, hygienic systems for children who sleep. Their bedding is stored in separate baskets and washed regularly, which prevents cross infection and supports their good health. Staff check sleeping children regularly to make sure that they remain safe and well. All hazardous materials, such as cleaning products are kept away from children and minding areas are safe and secure to promote children's wellbeing.

Children are learning to stay safe through the good range of activities available. For example they really enjoy a visit from fire officers who visit with their fire engine. They have the opportunity to explore the fire engine and take part in further activities to talk about the role of the fire officer. Children talk about keeping safe during their role play. For example, if they drop things on the floor staff ask them what will happen if someone trips over. Children take part in regular fire evacuation, which enables them to evacuate the building swiftly in an emergency.

Overall, there is a good range of resources, to promote and support all areas of learning for children of different ages. As a result children are quickly gaining the key skills they need to move onto their next place of learning. The nursery rooms are organised effectively, providing children who are at different stages of development good challenges. For example, older babies have slides to climb inside while for younger babies there are lots of spaces to crawl, explore, and investigate at low levels.

Children are well prepared for the move to their next stage of learning. The key person takes the child to settle in their new room over a period of time. Staff work closely with parents during this process and make assessments of children's progress in all areas of learning. This information is shared with parents and the next key person, so that planned activities continue to meet children's learning needs. Parents comment that they are introduced to their new key person, which enables them to have a good point of contact. Staff are observed closely supporting new children who have recently moved up to the next room. Children moving onto school take part in a graduation celebration, where their family are invited to attend. This helps to celebrate their move to the next stage in their learning and supports their good self-esteem. The nursery share assessments with the school they move on to, to support ongoing continuity.

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

Leaders have a good understanding of safeguarding procedures and have robust procedures in place, to check staff suitability, including those who are cover staff. There are effective systems in place to ensure that all staff understand how to protect and safeguard children. For example new staff do not take part in any personal care or supervision of children and all staff have regular safeguarding training. Managers supervise staff regularly and staff and take part in room and whole staff meetings. This enables the manager to monitor planning for the educational programme. Deployment of staff is effective, which ensures that ratios are met throughout the day. A good range of policies and procedures is in place to inform parents and guide staff in their practices. This includes safeguarding, complaints and behaviour management procedures. All policies meet the requirements of the Early Years Foundation Stage. A number of staff hold a first aid qualification and there are effective procedures in place for both minor and more serious accidents. Managers are fully aware of the requirement to report serious accidents and incidents to the regulator.

Staff work well with parents to meet children's needs. For example, children and their families enjoy taking part in a range of celebrations for different festivals throughout the year. Staff obtain key words in home languages to support children particularly when they are settling in. Some staff speak additional languages, which also helps to support families. Staff assess children regularly, and share these with parents. This helps to identify where, and if they require any further support in their development. There are a variety of play materials which promote children's awareness of different cultures for example dressing up clothes and books. This helps parents and children feel that their cultures and backgrounds are welcomed in the nursery.

The nursery works in partnership with other professionals to support and identify children's developmental needs. Children make good progress as a result of this strong continuity of care.

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 action. 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	EY395250
Local authority	Harrow
Inspection number	907454
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	88
Number of children on roll	96
Name of provider	Ransals Ltd
Date of previous inspection	24/01/2011
Telephone number	02088682621

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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, which are usually the childminder's 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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