

# Cute Companions Private Day Nursery

542 Leeds Road, Idle, Bradford, West Yorkshire, BD10 8JH

<b>Inspection date</b>	21/03/2013
Previous inspection date	31/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children's learning and development is supported and extended by the nursery staff who foster effective partnerships with parents and others to ensure continuity of care.
- The whole staff team are dedicated to continuously improving the service that they provide for children. Very effective systems are in place to reflect on practice and make changes when improvements are identified.
- Children's transitions between nursery rooms and other settings are well managed. Consequently, children form good relationships with each other and members of staff.
- The management team effectively monitors the nursery, particularly in respect of the educational programme. This benefits children, with all making good progress in relation to their starting points at entry and their individual capabilities.

### It is not yet outstanding because

- Opportunities for children to write for different purposes are not fully embraced because resources, such as chalks are not always available in the outdoor area.
- Children's independence is less well fostered as snack and meal times because they do not always have the chance to serve themselves.

## 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 children playing in the five playrooms and in the outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's learning records and planning.
- The inspector spoke to parents for their comments and views on the nursery.
- The inspector looked at relevant documentation.

## Inspector

Jane O'Callaghan

## Full Report

### Information about the setting

Cute Companions Private Day Nursery was registered in 1997. It is registered on the Early Years Register and is situated in a converted house in Thackley area of Bradford. The nursery serves the local area and is accessible to all children. It operates from five main playrooms, set over three floors and there is a fully enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff and a cook and kitchen assistant. Of these, 19 hold appropriate early years qualifications at level 3 and at level 2. The nursery opens Monday to Friday. Sessions are from 7.30am until 6pm all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 102 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery receives support from the local authority advisory teacher and is a member of the National Day Nursery Association.

### What the setting needs to do to improve further

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

- enhance the resources in the outdoor learning environment to provide equipment and the opportunity for children to develop their writing and drawing skills in purposeful ways in different environments
  
- extend children's growing independence by providing more opportunities for them to manage tasks, such as serving their own food.

## Inspection judgements

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

The nursery successfully identifies children's starting points and ongoing observation, assessment and planning is effective. The nursery staff complete planning that is based on the learning and development needs of all children and is clearly linked to all areas of learning, which is displayed to ensure parents can share in their children's learning experiences. Staff regularly complete tracking sheets, showing the children's progress over time, which is linked effectively to the age banding in Development Matters in the Early Years Foundation Stage. This ensures good monitoring of children's individual progress.

Staff complete well documented learning records for all children. These records include

observations of all areas of learning, children's age banding and recording of their next steps. Photographic evidence depict children's achievements and shows the very good range of activities and resources on offer to them. Staff work very closely with parents to help identify any additional needs children may have at an early stage. They meet with them regularly and parents are given good opportunities to comment in their children's learning records. Staff share children's achievements and milestones with parents. Regular parents' evenings take place and parents receive written reports of their child's progress. This helps parents to support children's learning at home. As a result, parents share in their children's learning and understand that their children make good progress in their learning and development in relation to their starting points and capabilities.

Resources and activities are well suited to children's interests and effectively challenge and stimulate them. For example, babies take great pleasure in exploring the treasure basket banging with the wooden spoon and sitting in the tray of dried pasta, listening it make a noise as they throw it on the tray. Children's communication, language and literacy skills are developing appropriately. Children are eager to participate in conversations and begin to negotiate and take turns when speaking. For example, younger children are confident to talk to visitors to find out what they are doing at their nursery. A member of staff sits children on their knees and reads the book about the moon and gives good explanations about it being made of cheese. The children look on in awe as they point to the birds in the book and repeat the words from the staff. Older children sit in a circle whilst waiting for their lunch and choose the book about the 'Three goats' to enjoy with the staff. They are excited as the staff use the props and move the goats to go over the bridge. Children repeat the story and join in with the staff saying 'trip trap over the bridge' laughing and looking at the book and listening intently. This helps younger children's development in communication and language skills and encourages them to listen and pay attention.

Older children get very excited as they prepare to bake. They are clearly very familiar with the routine; they tell staff that they must wash their hands before baking to get rid of the germs. This helps to promote children's self-care. They sit to the table and are eager to help to measure the ingredients and recognise the numbers on the weighing scales. This promotes their recognition of weight and size and reinforces their understanding of numbers. Children pass the mixture around the table, taking turns to add ingredients and to mix it together, they use rolling pins to flatten it and cutters to make the 'egg' shapes they describe. This activity promotes manipulative and creative skills and encourages children to take turns with their peers.

Children develop their physical skills very well outdoors through the use of a wide range of wheeled toys and push alongs, where they learn to go up and down the small slopes. They enjoy digging in the garden and looking at the fish in the covered pond with supervision from staff and count how many they can see. This help to further promote their numeracy skills outdoors. This means that children have the opportunity to continue their learning outdoors across most areas. However, children's opportunities to enhance their writing skills in purposeful outdoor play are less well supported as there are few writing utensils provided outdoors.

The manager and staff demonstrate a good knowledge of how to implement the progress check at age two for children in this age group. Information and resources are in place to

ensure that these include all of the required information for parents and others. All of these elements enable them to accurately assess two year old children's development and provide relevant information to aid their progress.

The nursery has a solid transition procedure in place for children as they move on to school. They pass on children's progress records to their schools and welcome visits from reception class teachers, which aid transition. This gives all children a secure foundation for their future learning and development and ensures that they are ready for school.

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

The staff follow a good behaviour management procedures with the children and have a well written policy that has recently been reviewed. All staff have attended a behaviour management course to ensure that their knowledge and understanding of this area is promoted well. As a result, children behave well and respect each other in a child-friendly environment.

Children show that they feel very secure in the care of all staff at the nursery as their well-being is at the heart of nursery practice. They form a close bond with their key person and get to know all of the staff and children very well as they play together. They settle quickly as staff work effectively with their parents to quickly identify their changing needs. Parents and children attend a variety of settling in sessions according to children's needs. The nursery has a successful transition procedure that supports children as they move rooms, including ensuring that parents and children are introduced to their new key person prior to moving. Reports of children's progress are given to their new key person to ensure continuity of care and development.

Children are learning to be independent as they put on their own coats and freely access the very good selection of well labelled toys and resources. However, opportunities to enhance all children's independence are less effective at snack and meal times as the older and more able children are not encouraged to serve their own food.

Children play outdoors at the nursery every day for fresh air and exercise. They learn to make healthy food choices from a selection of healthy, colourful and inviting meals and snacks. All children access drinks throughout the day from their individually labelled drinking bottles. All children's dietary requirements are adhered to and there are high standards of hygiene in the nursery. This means that children learn the importance of staying fit and healthy through daily exercise and healthy eating. Baby's needs for sleep and rest are individually addressed, through sleeping in cots, resting on large cushions and getting lots of cuddles and reassurance when tired.

Children learn how to stay safe within the nursery, as they are encouraged to sit on the chairs, to use knives carefully, walk down the stairs holding onto the hand rails and regularly practising of fire drills. This is done through good explanations from staff and older children telling their friends that 'knives have sharp edges'. This helps to ensure that children learn about staying safe within the nursery.

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

The inspection was brought forward as the result of a complaint relating to staff management of behaviour and nappy changing procedures. Throughout the inspection staff were observed to speak to children in a positive manner. Staff promote good behaviour with all children, encouraging them to remember their manners to share, be kind and respect each other. This ensures that children have a good understanding of how to behave and see all staff as positive role models. Children's needs and parents' wishes are conformed to and if parent's request that their nappy is not changed on the changing table, this is respected. Staff follow hygienic nappy changing procedures to ensure that cross-contamination does not occur. Staff wipe the nappy changing mat down before and after with anti-bacterial spray, they wear aprons and gloves and talk to the children through the changing procedure. All of these ensure children feel safe, secure and are in a hygienic environment.

The nursery has addressed recommendations from their last inspection. They regularly review their policies and procedures and these are given to staff and parents to read and sign. This ensures they are all kept up-to-date with any changes in the regulations and registration requirements. They also have very effective systems of observations and assessments in place to ensure accurate information is recorded about children's next steps and parents are actively encouraged to contribute to them.

The management team's enthusiastic leadership is communicated to staff positively. They are fully committed, work well together as a team and are highly motivated in providing the best care for children. Staff are monitored effectively and have regular meetings and appraisals with the manager to discuss their effectiveness and their individual training needs. The management team as a whole is very keen to engage in further training and staff development, in order to continue to have a positive impact on children's learning. For example, the staff are continually accessing relevant training and some are currently working towards further qualifications. Staff have a thorough knowledge and understanding of the Early Years Foundation Stage. They work successfully together to identify areas for improvement in their provision. Everyone's views are valued, including those of parents and children. This means that high standards in teaching and planning are maintained in the nursery by means of an ongoing action plan.

Children are effectively safeguarded in the nursery as all staff have received full training and know what they should do if they have concerns about a child. The premises are secure, for example, close circuit television is installed and a security entrance system are in place. There are robust procedures in place for staff recruitment, meticulous records are consistently kept and staff are aware of the need to be vigilant and to report any concerns to the manager or to an appropriate agency. All staff have completed paediatric first aid training to further promote children's well-being. They carry out daily safety checks on the premises, which mean that children are safe from any potential hazards. All areas that children access, including outings have in depth risk assessments carried out and reviewed regularly.

The nursery staff have built good partnerships with parents, the manager ensures that settling in periods meet with parental needs and those of the children. Parents receive information through a regular newsletter and very informative notice boards, where all key persons photographs are displayed. Staff make parents feel welcome in the nursery and provide daily written and verbal feedback, in addition to regular consultations, so that parents are continually involved in their children's learning and development. Parents have very positive views about the nursery and their comments on the provision are valued. For example, 'our children love coming and the staff are very friendly, approachable and helpful'.

## 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

<b>Unique reference number</b>	302025
<b>Local authority</b>	Bradford
<b>Inspection number</b>	904716
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	66
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Catherine Jane Bryan
<b>Date of previous inspection</b>	31/05/2011
<b>Telephone number</b>	01274 614291

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## Type of provision

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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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