

# Cuddles & Care Day Nursery

177 Leigh Road, Eastleigh, Hampshire, SO50 9DW

<b>Inspection date</b>	13/05/2013
Previous inspection date	16/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
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

- Children are happy and relaxed in their play because they are interested in their activities.
- Babies are well planned for and supported in sensory play with use of a range of age appropriate activities, guided by staff who know their individual needs.
- Staff have built strong bonds with the families that attend the setting and this supports the children's feeling of security and wellbeing.

### It is not yet good because

- Monitoring systems for staff are inconsistent.
- Self-evaluation is not fully imbedded in practice.
- Some less experienced staff do not challenge children or encourage children to explore ideas for 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.

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 took into account the views of children.
- The inspector took into account the views of parents.
- The inspector observed activities in both Pre-school and Baby areas.
- The inspector viewed assessment and planning documentation.

## Inspector

Rachel Southern

## **Full Report**

### **Information about the setting**

Cuddles & Care Day Nursery is privately owned. It opened in 2006 and operates from an extended three bedroom semi-detached property. It is situated on a main road near the centre of Eastleigh. It is open each weekday from 8.00am to 6.00pm all year round. All children share access to a secure enclosed outdoor play area. There are currently 55 children on roll. Of these, 15 children receive funding for nursery education. Children come from a wide area and most of their parents or carers work. The nursery employs 13 staff who hold appropriate early years qualifications, one who has Early Years Professional Status. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

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

- provide a clear keyworker system, confirming staff understand their roles to ensure all children's care is tailored to meet their individual needs.

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

- improve staff skills in developing children's creative and critical thinking, providing time to respond.
- develop staffs use of skilfully questioning children during activities, and improve knowledge and understanding of the Foundation Stage within the pre school room.
- improve consistency for monitoring of planning and assessment, ensuring accurate understanding of children progress and extending learning.
- develop effective systems for performance management, ensuring practitioners are monitored, and professional development programmes are targeted to the greatest need.

## Inspection judgements

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

Through discussion with parents, children's starting points are recognised. Staff build on this with observations. They understand what interests children and generally provide resources around this. They do not always successfully use skills of questioning and encouragement to extend the children's interest and learning.

There is a broad range of adult and child led activities; however, there are inconsistencies in practice, for example, some less experienced staff do not give sufficient time to encourage children to explore ideas for themselves. Children enjoy small group story and circle times, however, these do not meet the needs of all of the children and as a result, some children become fidgety and bored. However, they are keen to participate in the brick building game where they create a train station from bricks and take turns to name the numbers and colours. They have a number of opportunities to learn pre-writing skills, for example, in the sand, in the designated writing area and outside. The children's behaviour is in line with their age and stage of development and staff provide appropriate praise and encouragement and sticker charts as incentives. Some posters and resources reflect the wider world. Art and creativity is encouraged both indoors and outside. Children enjoy mixing their own colours and designing pictures, for example. Children play well together. A favourite is the water tray, exploring texture and colour as flour and paint are added. Whilst the younger children sleep, older children benefit from the calmer small group activities and enjoy the individual attention they receive.

Babies and younger children in the Baby room are developing their language skills, as staff engage with them in singing and rhyming with actions. Staff encourage children to construct, to look at shape and colour through a range of activities using both natural and manmade materials. Staff demonstrate that they are in tune with the babies' and toddler's differing ages and stages of development and ensure that each child is able to participate. Babies and toddlers generally play in harmony and staff are quick to defuse any possible conflict using distraction successfully and simple explanations.

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

Staff provide good support for children's emotional wellbeing overall. Children in the setting have formed secure emotional bonds with most members of staff but there are inconsistencies in the key working system. This has resulted in some confusion with newly appointed staff who at times are unsure of their role. Children learn about keeping safe through small group activities which focus on subjects such as not talking to strangers and crossing the road safely.

Staff are welcoming to families coming into the setting and this also provides a sense of wellbeing for the children. Children's behaviour in the setting reflects their calm and relaxed feeling of security. Children know the routine and spontaneously help to tidy up

the play areas, even working together to carry the larger boxes of construction toys. This gives them a strong sense of responsibility and confidence in their own abilities.

Babies and younger children in the Baby room enjoy being cuddled and follow their own routines in a separate space from the Pre-school children, so they feel safe and secure. They benefit from being cared for in a small safe and stimulating environment and have developed good relationships with the staff. Staff in the Baby room have placed photos of the older children on the floor of the baby room, to encourage them to know familiar faces and help with transition to the Pre-School room. Staff know the sleep and care routines of the children in detail. As a result, children sleep easily and staff monitor them closely.

Staff talk to the older children about keeping themselves clean, and show good examples of hygiene to the children. Activities encouraging exercise and games with songs about using their body, exercises such as skipping and jumping outdoors encourage children's awareness of their body. Children have a varied and balanced diet and their individual dietary needs are well catered for. On the ground floor food is prepared for lunchtime and snacks with careful consideration for texture and colour, so children can explore different foods and learn about healthy diets. Staff encourage children's independence, for example, encouraging them to wash and tidy up.

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

Managers and staff at the nursery demonstrate a sound understanding of the learning and development and welfare requirements. All areas throughout the nursery have been reviewed and rearranged to develop a more child centred approach to learning as required by the EYFS. The outdoor area now offers a wider range of play opportunities and children use this daily.

Children are cared for by two well established staff teams. Since the last inspection, the nursery has reviewed all planning and assessment documents in line with the Early Years Foundation Stage (EYFS). Policies and procedures are well maintained, ensuring children's well being and safety. The staff keep the entrance secure, and only the staff can allow people into the building. A visitors book, register and safety gates are all used to promote security.

Senior staff have developed an in depth knowledge of safeguarding children procedures and implement these well. Current induction for new staff members, and training for established staff members ensures that all are aware of their responsibilities in protecting children. The management and staff are committed to improving their practice and attend both in-house and external training. Several of the staff members are completing their Level 3 qualification in Childcare.

Some new formats for curriculum planning have brought improvements since the last inspection. The owners and manager have reviewed the way they organise, plan and provide activities for all children and to provide continuous play opportunities. It is

recognised that this has been easier to manage in the under-two's area.

Children have extensive opportunity for selecting an area to play, however staff do not consistently use their knowledge of children's next steps in learning. This means that children's learning is not being fully addressed in all areas. Monitoring and evaluation of practice within the setting is in need of improvement. The nursery recognises that they are in a state of transition in the pre-school room. The organisation of the key-worker system is under review. They continue to work towards resolving this with the help of the Early Years advisory teacher.

Parents are made to feel welcome, and this is a strength of the nursery. Parents value the service provided for their children. All essential information is gathered and as a result staff are able to meet children's individual, cultural and religious needs. They are kept up to date with their child's learning and development through informal discussions, daily diaries and open evenings twice yearly. In addition, they get regular newsletters to keep them up-to-date with new information. Staff display information about the activities children are involved in and invite parents to be involved. The setting has built effective working partnerships with local schools and this impacts positively on the older children.

### **The Childcare Register**

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 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>	EY320160
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	843911
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	33
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Jayne Sergeant & Gail Rolfe Partnership
<b>Date of previous inspection</b>	16/11/2009
<b>Telephone number</b>	023 80394031

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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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Piccadilly Gate  
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