

# Cuddly Bear Day Care Nursery

Park Hall, Sydenham Park, LONDON, SE26 4EE

## Inspection date

Previous inspection date

22/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 undertake thorough observations, which are reflected in the planning and meet the unique needs of every child. Therefore, children are happy and motivated to learn.
- The effective key person system supports children and parents in developing close and secure relationships with staff and effective partnership working promotes children's learning and well-being.
- Children's language development is given high priority. The skilled staff extend children's vocabulary through a varied range of interesting and stimulating activities.
- The manager monitors staff performance effectively and encourages the staff team professional development and individual training. This motivates them to improve practice, which benefits the children.

### It is not yet outstanding because

- The seating equipment provided at mealtimes for very young children does not fully support their physical development.
- The organisation of meal times does not give older and more able children the opportunity to develop further their independence.

## **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's play and staff interaction, indoors and outside.
- The inspector and manager undertook joint observations of several teaching activities.
- The inspector talked to all staff about their roles and responsibilities and held discussions with the manager.
- The inspector examined documentation including a representative sample of children's records, learning journals, staff suitability records, policies, and procedures.
- The inspector talked to several parents.

### **Inspector**

Pamela Bailey

## Full Report

### Information about the setting

Cuddly Bear Day Care Nursery registered in 2012 on the Early Years Register. It is run by Cuddly Bear Day Care Limited Ltd and operates from a refurbished church building, situated in Sydenham commercial and residential area within the London Borough of Lewisham. Children are accommodated in a hall and a playroom, and have access to an enclosed outdoor play area. The nursery is open each weekday from 7am to 7pm for 51 weeks of the year. There are currently 65 children aged from six months to under four years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities and a number of children who are learning English as an additional language. The nursery receives funding to provide free early education for children age three and four years. A total of 16 staff work with the children. Of these, seven staff hold relevant National Vocational Qualifications at level 3, two hold relevant degree qualifications at level 6 and one holds the Early Years Professional Status.

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

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

- help to aid young children's stability and upper trunk control at mealtimes, for example, by providing seating that allows young children to have feet firmly on the floor or foot rest
- help older and more able children to build on their independence, for example, by allowing them to serve their own meals.

### Inspection judgements

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

Parents are actively encouraged to share what they know about their children before they start the provision. They complete a 'settling-in' questionnaire and staff make ongoing informative observational assessments of children's learning and development. Children's achievements are evaluated against the seven areas of learning, using a tracking system linked to the Development Matters in the Early Years Foundation Stage guidance. This effective method of recording children's learning and development means that parents are provided with a detailed summary of their children's progress from the onset. In addition to this, staff are able to identify any areas where development is less than expected and put in place appropriate interventions so that children are supported to make the best possible progress given their age, starting point and capabilities.

Children use the comfortable book areas independently but also like to sit with staff to listen to them reading. Staff help very young children to choose their favourite stories by telling them the title and pointing to each book. Babies and younger children make themselves understood through actions, enjoy babbling, and increasingly experiment with sounds and words as they begin to develop language. Staff share the fun of discovery and value children's attempts at words. This is evident as children identify objects under the flaps of toys, echo rhyming words and copy familiar expressions, such as, 'all gone'. Older children are confident in taking turns to contribute to stories by predicting or discussing what is happening. For example, staff introduce a storyline which helps children to participate in meaningful speaking and listening activities. Children use language and actions to clarify thinking, and to connect their imagine ideas to create a sequence that explain events and anticipate what might happen next. Staff provide a good range of related activities that are appropriate for the children's age and stage of development. These are promoted well to enable the children to develop their communication and language abilities and skills for their next stage in learning.

Children take part in varied activities where they can experiment and develop their emergent reading and writing skills and staff use diverse languages to enrich the learning environment for all children. Staff support and encourage babies and very young children to make marks using paint and older children frequently model writing for a purpose. Children enjoy role play in the busy 'Italian Caf' creating simple representations of their imaginary experiences. Children use picture and word menu cards to make choices about food requests while others make marks on note pads recording meal orders. Staff speak clearly, using talk to describe what children are doing by providing a running commentary. This supports children learning English as an additional language begin to develop an understanding of simple concepts. Outdoors children make marks on chalkboards displaying some recognisable letters. All children are supported to recognise their names because staff label boxes for personal items and children take part in the self-registration system. They incorporate themes and celebrations such as St Patrick's day and Spring, and children demonstrate their creativity as they decorate snake mobiles with different pattern squares and sequins.

Older children show great skill when completing simple programmes on the computer. This supports children to develop and extend their skills as they become familiar with simple everyday technology. Children are learning to count and consolidate their understanding of numbers during practical activities. Staff allow children to problem solve for themselves, for example, working out the amount of objects that represent a given number. Outdoors, children develop their understanding of the living things, for example, by growing plants. The staff have created an indoor area for very young children to investigate the natural world. Staff draw children's attention to the different features and talk to them about the different textures, sights and sounds through a range of sensory experiences. Children enjoy looking for sea creatures and insects in the sand, examine stones and become absorbed in transferring bubbly foam from one container to the other using spatulas. This stimulates very young children to handle and manipulate objects, which supports their physical development.

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

Good staff deployment ensures all children benefit from secure attachments. The key person process enables staff to develop a close relationship with both the child and their parents. Children can use their comfort objects from home in the nursery and staff keep these in areas where they are easy for babies and young children to locate. Older children in unfamiliar situations have their key person nearby offering extra support. Any minor frustrations demonstrated by children are diffused well by the staff through using calm, comforting explanations and channelling the children's energies into a variety of activities. This helps children to keep safe, manage their feelings and supports their emotional well-being. There is a strong focus on ensuring children develop the personal and social skills that are necessary for good behaviour and future learning. Children in the nursery are polite to both staff and each other, behave well and enjoy their learning, growing in self-confidence and assurance. This is because staff provide encouragement, praise and model good manners.

Staff use resources, routines and space well to support inclusion. They use visual aids and timetables so that children can understand things, such as, changes in the routines. For example, babies have a visual timetable that helps them identify objects linked to routines, such as a nappy for nappy changing and shoes for going outside. As the children get older, they move on to real life photographs and then symbols. Staff also work well with families whose children speak English as an additional language. They use children's home language in their play and label areas in their home languages to make them feel comfortable, valued and have a sense of belonging. Careful positioning of equipment ensures all children can make choices from the activities available. However, the chairs used for very young children at meal times are not fully suitable to support their physical development. These do not enable children to have their feet firmly on the ground in order to aid stability and upper trunk control, which supports hand to mouth coordination.

Mealtimes are pleasant social occasions where the children sit chatting to their friends and staff. Children benefit from nutritious foods, which promote their good health. For example, they eat fresh fruit and salad vegetables at snack time, and a balanced meal at lunchtime. Fresh drinking water is readily available and children freely help themselves. However, older and more able children have fewer opportunities to develop further their independence because staff serve their meals. Children develop good personal hygiene practices and self-care skills, such as washing their hands at suitable times throughout the day. Children from a young age are developing an understating of when they need to wash their hands because staff explain the reasons why. Children are keen to brush their teeth. Staff support them to learn how to use a toothbrush correctly, which has a good impact on their general dental health. Children use the outdoor area at various times throughout the day promoting their physical skills. They use different equipment such as sit and ride, stepping stones, beams and tunnels that aids balance and coordination. Babies and young children sleep according to their individual needs, most of whom have their own personal bedding. Staff implement appropriate settling-in routines from home to the nursery. They join the children on their move through to the other playrooms within the nursery. Staff manage the move well to give the children the confidence and support they need in new situations. This supports continuity of care and children's emotional and

physical well-being.

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

Effective recruitment and vetting procedures help to ensure that people looking after children are suitable to fulfil the requirements of their role. Management implement a robust system to obtain Criminal Record Bureau (CRB) checks for all adults who have regular contact with children. These are monitored to ensure that any persons who have not yet had a clear CRB check is never left alone with the children. There are effective systems in place for performance management and professional development, which supports staff in improving their knowledge, skills and understanding of current and changing early years practice. The majority of the staff are well qualified and there are effective systems in place to support other staff to obtain a full and relevant childcare qualification. Ongoing training programmes support staff in carrying out their roles and responsibilities efficiently. The organisation of training events ensures that sufficient staff maintain an up to date knowledge of first aid and child protection issues. Staff ensure that all the required records are maintained, that parents are informed of any accidents and give prior written consent to administer medication. As result, the safeguarding arrangements, alongside clear and comprehensive policies and procedures are well understood and consistently implemented by staff. This promotes children's welfare and further enhances the service they provide.

Management and staff work hard to provide good quality care and learning opportunities, demonstrating enthusiasm and a real commitment to helping all children achieve and make good progress. The deployment of staff ensures that the required staff to child ratios is maintained and children are adequately supervised. Staff are thorough in their implementation of safety procedures. There is a secure entry system where the identification of all visitors is checked. Staff carryout regular risk assessments of the premises, adhere to fire safety precautions and receive fire safety training. This fosters a culture of safe practices and effectively promotes children's safety. The nursery environment is clean and staff know and understand how to protect children from the spread of infection, upholding good hygiene practices. The nursery is suitably equipped with hygienic nappy changing facilities and appropriate furniture for children who need to rest or sleep. Staff responsible for food preparation and handling receive training in food hygiene.

The partnership with parents is very good. Parents speak highly of the effective key person system. This has enabled their children to quickly settle and become familiar with nursery routines. Parents comment that they are particularly pleased with their children's progress and are encouraged to contribute to their next steps in learning. Parents are actively involved in their children's development and staff suggest activities that parents can do at home to build on their child's language development. This helps to provide a coherent approach to learning in the setting and at home. The designated special educational needs coordinator (SENCO) for the nursery is fully trained. She demonstrates a good knowledge and has ample experience of multi-agency working. She regularly links

with other professionals and services to fully promote the children's care and learning. She provides leadership and drives improvement by cascading information, modelling good practice and helping key staff to design effective interventions for children identified with additional needs.

Management and staff demonstrate a strong capacity to maintain continuous improvement. They are confident about what they need to do to raise standards and have put in place plans to achieve their aims. For example, they have devised a parent questionnaire to seek the views of the parents. This provides opportunities to involve parents in the decision-making about the provision. In addition to this, there are plans for staff to receive training in basic signing and the use of 'positive behaviour management' cards alongside words, signs and symbols. This helps to enrich all children's understanding of different communication methods and to explore their emotions.

## 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>	EY453347
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	905218
<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>	61
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Cuddly Bear Day Care Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02082917894

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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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