

Cuddles Day Nursery Ltd Day Nursery and After School Club

The Pavilion, Learoyd Road, Canford Heath, Poole, Dorset, BH17 8PJ

Inspection date	29/07/2013
Previous inspection date	23/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 have high expectations for children and a good awareness of how young children learn. As a result, children make good progress in relation to their starting points.
- Children benefit from the inspiring outdoor play areas and indoor classrooms which provide an abundance of resources that support all areas of children's learning and development.
- Children are very happy and settled and show high levels of enthusiasm as they confidently join in activities in small groups. They are equally happy to play independently with their chosen resources.
- Transitional arrangements to support children moving through the nursery's rooms and onto school are good. They ensure consistency and a seamless journey, through information about the child's learning, development and interests being shared.

It is not yet outstanding because

- Children are not consistently supported to be independent at snack time.
- Children are not always given time to complete activities to their satisfaction at circle time.

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 observed activities in all rooms and the outdoor learning environment.
- The inspector spoke to the management team, parents, practitioners and children throughout the inspection.
- The inspector conducted joint observations with the area manager.
- The inspector looked at all required documentation, sampled policies and procedures and an example of children's developmental records in each room.

Inspector

Maria Lumley

Full Report

Information about the setting

Cuddles Day Nursery and Out Of School Club is one of two settings run by the same provider and is privately owned. It opened in 1999 and operates from a purpose-built unit in Canford Heath, on the outskirts of Poole, Dorset. Children are accommodated in age related units and have use of secure outdoor play areas. The group is in receipt of funding for the provision of free early education to children aged two, three and four year olds. It is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The group is open every weekday, for 51 weeks a year from 7.45am until 6pm. There are currently 617 children on roll, all of whom 473 in the early years age group. The group cares for children who learn English as an additional language and children with special educational needs and/or disabilities. The group employs 33 staff, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- extend children's opportunities to be independent, with particular regard to serving themselves at snack time

- develop children's opportunities to have uninterrupted time to explore, with particular regard to circle time activities.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and use this very well to support children in their learning and development. The child-centred environment is appealing and contains a variety of rich and imaginative resources, which promote children's learning through a wide range of learning experiences. There are several rooms where practitioners care for babies, toddlers and pre-school children. Staff ensure that the activities in each room, whether adult-led or child-initiated, inspire children to become motivated learners. For example, pre-school children become engrossed in the outdoor construction area. They show good team work and social skills as they help each other to carry and position planks of wood, bricks and buckets of sand to build a structure. This task requires the children to consider weight and balance as they work. Staff support the activity very well, giving children time to think critically, come up with their own ideas and 'have a go'. Children are delighted at the end result and carefully walk across the plank of

wood, holding their arms to their sides to aid balance.

Throughout the nursery children enjoy looking at books and story times which support their communication and vocabulary. In the baby unit they independently access colourful board books and look at these with staff. Babies and toddlers excitedly point to the pictures and staff clearly introduce words such as ball and dog. Babies mimic these words and staff praise them for their efforts saying, 'Well done, it is a ball'. In the outdoor area, children visit the 'friendship area' where they share news and 'read' books to their friends. Regular song sessions extend children's vocabulary. The use of props and signing enhances these activities and furthers children's enjoyment. Children have numerous opportunities to practise early writing skills both indoor and outdoor. Babies take great delight as they move their hands and brushes in cornflour and dough. Older children ably control chinks and brushes to create individual pieces of artwork. They carry buckets of water to the fence and see how high they can make marks.

Babies and toddlers become aware of early counting as staff say 'one, two' as they take off socks at nappy changes. Older children use mathematical resources to support this area of learning. They transfer sand and water into scales and discuss how they need more or less to make them balance evenly. At small group activities, children explore shape and confidently discuss the differences between squares and rectangles. They hunt for shapes in the environment finding triangles on bunting and tables that are rectangles.

Children enjoy circle time where they welcome each other and share news. A child excitedly shows their friends a leaf and caterpillars they brought in from home. Staff support this activity very well, noting children's enthusiasm and asking children questions to extend their thinking. For example, asking children if they know what caterpillars eat and what they grow in to. Children are captivated. However, the activity is cut short when staff suddenly leave the activity to talk to a parent. Consequently, at times children's learning is not always fully maximised.

The interests of individual children are integrated into planning activities, which inspire and challenge them. Children with special educational needs and/or disabilities are very much included in what the nursery plans. Through strong partnership with parents and external agencies, the setting ensures children make the best possible progress.

Management oversees the observation and assessment procedures to monitor children as they work towards the early learning goals and develop the skills to support their readiness for school. The next steps in children's development are clearly identified. Parents contribute to children's learning by sharing 'wow' moments from home and commenting in daily diaries. Staff undertake initial assessments, which are shared and revisited with parents, to identify children's developmental starting points upon entry and when they have been at the setting for some months. This allows a consistent approach in supporting children's needs between home and nursery. Parents are kept very well informed of their child's progress through parents' evenings, assessments, newsletters and daily verbal feedback. Staff implement highly effective systems to record children's progress at the age of two years. They arrange parent consultation meetings, where both parties share their knowledge of how children are developing in the prime areas of

learning. This effective partnership enables staff to write accurate reports.

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

Children are happy and settled in the warm and welcoming environment. They demonstrate a strong sense of security and belonging within the setting. The key person system is very well established and staff have a clear understanding of their roles and responsibilities to meet the needs of the children in their own key group. Consequently, children form strong attachments, enhancing their sense of security and belonging. Staff respond sensitively to young children's quickly changing needs. For example, when a toddler starts to rub their eyes staff recognise this is sign that they are becoming tired and settle them for a sleep. Babies and toddlers have their own sleep box which contains their comforters. Staff give them their individual comforters such as dummies, soft toys and blankets to help them feel secure when they become tired. The preparation and support given to children by staff as they move onto school or through the nursery to their new rooms is good. The current key person completes the child transfer from which details relevant information about the child including important needs and requirements. These are shared with the new key person to aid a smooth move.

Mostly, staff encourage children to become independent, they take care of their own needs such as toileting and hand washing, for example. From an early age staff support them to develop skills such as dressing themselves and children confidently tackle buttons and zips as they dress to play outdoors. At snack time children pour their own milk and water. However, on occasions staff use tongs to serve children's fruit rather than supporting children to do this for themselves. Children enjoy healthy snacks of fresh and dried fruit and eat well-balanced and nutritious meals. Food is either provided by parents in line with the healthy eating policy or freshly prepared and delivered by an outside catering company, this helps children to establish healthy eating habits. Children happily sit in small groups at mealtimes and they talk happily with their friends and staff, which successfully develops their conversational skills. Babies demonstrate independent self-care skills, as staff provide them with suitable cutlery and encourage them to feed themselves. Children are taught about the importance of dental health as dentists visit the nursery and talk to them. As part of the daily routine, they brush their teeth after meals. All children benefit from fresh air daily as they have an abundance of opportunities to enjoy the outdoor environment in all weathers. All areas of the nursery are very well equipped. A wide range of toys and equipment for the different ages and abilities of children supports their all round development. The heights of tables can be adjusted and outdoor ramps ensure inclusion and comfort of all children.

Staff are fully aware of their responsibilities in keeping children safe and are vigilant, while allowing them to have sufficient challenge in their physical play. For example, the outdoor climbing equipment offers opportunity for the children to stretch their abilities and take risks, through climbing, balancing and sliding down poles, under close supervision. Children are familiar with the rules and use walking feet indoors to avoid falls. They show consideration for each other and take turns when using resources such as bikes.

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

Leadership is good. The management team have high expectations for the quality of care and learning that is offered to children and families. All documentation and procedures are regularly reviewed and updated to ensure that all requirements of the Early Years Foundation Stage are met. The staff team have increased over the last year due to the expansion of the nursery. Suitable recruitment procedures mean that all staff have appropriate checks regarding their suitability to work with children. The induction programme provides good support to new staff. The appraisal system is implemented so that training and professional development is tailored to both the staffs' needs and to those of the nursery. Staff are set action plans for continued development and ongoing training to maintain a skilled workforce. The management team are hands on in the nursery and regularly observe and review the work of staff. This forms part of the nursery's evaluation procedures. In addition parents are invited to complete an online survey to gain their views and for them to grade the provision. The management team look at positive and negative feedback from the survey and implement changes. For example, they brought forward the opening time to accommodate parents request for extended hours. The management team make sure that the nursery is constantly evolving and have completed the second year of the local authority quality improvement where they retained their enhanced judgement.

The premises are secure throughout the nursery, so no unauthorised person is able to gain access and children cannot leave unattended. Risk assessments of the premises and outings, completion of regular fire drills and qualified first aiders means that children's well-being is carefully considered by staff. Children are safeguarded through the implementation of clear policies and procedures, which ensure staff can identify child protection concerns and take appropriate action to protect children. There are clear procedures in place to manage any accident to a child and to share information with parents.

Parents feel welcomed and confident about the care of their children. They exchange information with staff at the beginning, and end of the day, and use a daily diary. Parents also have parent's notice boards, newsletters, power point presentations and white boards, which keep them well informed about the provision and their child. This ensures a good exchange of information. Staff link with other professionals to help children with special educational needs and/or disabilities as the need arises. They realise the importance of early intervention for children where this is required therefore, ensuring that services are in place to support a child as soon as possible. The nursery develops links with the other providers of the Early Years Foundation Stage where children attend more than one setting.

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

Unique reference number	511373
Local authority	Poole
Inspection number	924165
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	151
Number of children on roll	617
Name of provider	Cuddles Day Nursery Limited
Date of previous inspection	23/03/2011
Telephone number	01202 672671 Cuddles

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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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