

Cut and Paste Childcare

Putson Baptist Church, Web Tree Avenue, HEREFORD, HR2 6HQ

Inspection date

22/11/2013

Previous inspection date

07/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Teaching is good and children are progressing well because they are provided with exciting and challenging activities which cover all areas of learning.
- Children receive very good levels of care from a strong and established team of staff, who have a lovely rapport with the children. This results in children who are secure, happy and confident to express themselves.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting the children in their care.
- Children with special educational needs and/or disabilities are fully integrated into the setting, and staff work closely with parents and other professionals to ensure that their individual needs are met.

It is not yet outstanding because

- There is scope to further extend the very good ways of supporting parents in sharing information about their child's learning at home, along with them reviewing and adding to their child's learning records, so that the nursery has a complete picture of the children's overall development.
- Although children behave well, there is scope to further extend the behaviour strategies used by staff so that there is a fully consistent and complementary approach to the behaviour of all children.

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 activities in all areas of the premises and the outdoor area.
- The inspector held ongoing discussions with the registered person, staff and children.
- The inspector looked at children's learning records, planning, assessment and other required documentation.
- The inspector sought the views of the parents.

Inspector

Tina Smith

Full report

Information about the setting

Cut and Paste Childcare was registered in 2009 and is on the Early Years Register. It operates from Putson Baptist Church Hall situated in the city of Hereford. The nursery serves the local area and is accessible to all children. There is a fully enclosed play area available for outdoor play.

The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. The nursery opens Monday to Friday from 8.30am until 3.45pm during term time only. There are currently 29 children on roll who are in the early years age group.

The nursery provides funded early education for two-, three-, and four-year-olds. It supports children who speak English as an additional language and children who have special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- find even more innovative ways to support parents in sharing information about their children's learning at home, along with extending ways for parents to review and add to their children's learning record. For example, by making them more accessible for all parents
- build on behaviour strategies used by staff to better support children's very good behaviour. For example, by embedding 'the golden rules'.

Inspection judgements

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

Teaching is good and the staff have a strong understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Consequently, children are making good progress in their learning and development. The nursery gathers information from parents on induction about their child's interests, care needs and routines, as well as what they can do at home. This information is used to plan purposeful play for the individual child. Staff regularly observe where children are in their learning, assessing these in order to identify their next steps in learning. These next steps inform the planning of future activities, which helps to ensure they are meaningful to children and reflect their stage of development. Weekly planning

covers the seven areas of learning, which helps to ensure progress in both the prime and specific areas of learning. This is also applicable to the planning for children with special educational needs and/or disabilities, which identifies their specific learning and development needs and how these will be supported. For example, through one-to-one interaction with key staff and activities delivered in small groups. As a result, all children are progressing well towards the early learning outcomes. Each child has a learning record which contains photographs of the children's achievement as well as pieces of their work. Parents are invited to regularly review and add to them, however, there is room to further extend ways for parents to do this. The nursery has implemented a number of interactive activities to engage parents more actively in their child's learning in nursery as well as at home, for example, completing 'wow vouchers'. However, not all parents have embraced these ideas. As a result, there is scope to further enhance ways of supporting parents in sharing ongoing information about their child's learning at home, so an even more detailed picture of children's overall development is obtained. The nursery is completing the required progress check at age two for each child, and parents are asked to contribute to this.

Children are happy and thoroughly enjoy the time they spend in the nursery, quickly becoming involved in the activities available to them. Planned activities and resources are purposeful, developmentally appropriate and cover all the areas of learning. Children freely choose toys that reflect their current interests, and staff enable them to extend their own learning by giving them plenty of opportunities to develop their own ideas. For example, children engage in imaginary play, making a house out of a very big cardboard box. A child carefully fixes the roof, announcing 'it's broke'. Children make noise using a selection of musical instruments they delight in making very loud noise as well as listening carefully as they make the noise softer and quieter. Children's communication is well promoted because staff talk to them throughout the day. To stimulate meaningful conversation staff use open-ended questions, such as 'what do you think?'. Children happily chat together, talking about their feelings and who their friends are. These conversations promote children's confidence and self-esteem, skills which are needed in readiness for school.

Children's physical development is well promoted. They have access to a well-resourced outdoor area which contains lots of challenging and exciting resources. For example, children look for bugs in the bug house. They use a selection of push-along toys both to ride on and to fill with leaves. Children are developing a good understanding of the world around them because they regularly visit places of interest. For example, they visit the children's centre where they have access to the Forest School site as well as enjoying sensory and soft play. All children are welcomed and valued. Children with special educational needs and/or disabilities are fully included and staff are skilful in recognising children's individual learning needs and supporting them to join in activities at their own pace. Children who speak English as an additional language are well supported. Staff seek out familiar words in the children's home language and, as a result, children feel at home and settle well.

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

Children are happy, settled and receive very good levels of care from a strong and established team of staff, who have a lovely rapport with the children. A well-established key person system helps to promote children's emotional well-being as well as maintaining a regular two-way flow of communication with parents. Children feel secure as they happily interact with the staff, often seeking them out for a cuddle or reassurance. Children soon settle into the nursery because there are effective systems to support this. Parents are invited to stay and play. Staff encourage the children to stay for short periods of time so that they become familiar with both their surroundings and staff. This results in children who are secure, happy and confident to explore and investigate their play.

Staff place a strong emphasis on keeping children safe. They are well supervised and explore their secure environment freely and with confidence. Staff have a positive attitude to behaviour management, and children behave well. Staff are good role models and they remind the children to be kind, share and take turns. However, there is scope to further extend the very good behaviour strategies used by the staff so that there is a fully consistent and complementary approach to behaviour management. For example, ensuring the 'golden rules' are fully understood by all.

Children's health is well promoted because the nursery follows good hygiene procedures and practices which meet the children's physical, nutritional and healthcare needs. Children learn self-care skills as they are encouraged to be independent and to complete tasks for themselves. For example, at snack time children peel their own fruit, and when getting ready for outdoor play they ably find the wet weather suit that fits them. The nursery provides healthy snacks for the children, including fruit and toast. Parents provide their children with a packed lunch. Staff remind parents to opt for healthy options and to include yoghurt and fruit instead of crisps and sweets. During mealtimes staff talk to the children about healthy foods, asking their opinions on what is healthier, chocolate or apples. All children benefit from regular fresh air and exercise because there is a strong focus on play and learning in the outdoor environment. As well as having a well-resourced outdoor play area, the nursery attends Forest School activities at the children's centre. The children experience first-hand the weather and the natural environment. This also provides children with the opportunity to take sensible risks, which helps them to learn about keeping safe.

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

Leadership and management is very good because the requirements of the Statutory framework for the Early Years Foundation Stage and management and accountability arrangements are fully understood. Children are safeguarded well. The nursery has comprehensive policies in place, along with written risk assessments, which are regularly reviewed. All staff are aware of their roles and responsibilities in protecting the children in their care, and understand the signs and symptoms to be aware of. Staff regularly discuss safeguarding procedures, including whistle blowing, at staff meetings to ensure that they know when and from whom to seek advice. Robust recruitment procedures are in place. All staff are thoroughly checked before being employed, and well-organised induction procedures are in place to assist staff. Appraisals are used to assess staff's ongoing

suitability as well as to identify any areas for improvement. Staff are encouraged to extend their knowledge and expertise by attending training.

The manager and staff have a good understanding of the learning and development requirements. Play is planned around the children's interests, is purposeful and challenging. As a result, children make good progress in their learning. Partnerships with parents are effective. Their views are sought through daily informal discussions, as well as questionnaires. In addition, staff spend time at the beginning and end of the day talking about their child's achievements. However, there is scope to further enhance this partnership so that parents are even more involved in their child's learning. Partnerships with other professionals are very effective and staff work closely with them in order to help children who need additional support.

The manager is a reflective practitioner and understands the importance of monitoring the educational programme, along with the quality of teaching. She is proactive and acts swiftly to overcome any identified area for improvement. The nursery welcomes advice from other professionals and implements changes that are suggested to enhance their practice. Parents' comments during the inspection show they are happy with the care and education offered to their children. They remark on how well the staff know their children and how dedicated they are, along with how much their children love them. Overall, children are happy, settled and enjoy the time they spend within the familiar environment.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY390963
Local authority	Herefordshire
Inspection number	870871
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	29
Name of provider	Claire Ann Hamer
Date of previous inspection	07/07/2009
Telephone number	07779 608424

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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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