

# Cuddles Day Nursery Ltd Day Nursery and After School Club

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

<b>Inspection date</b>	28/01/2014
Previous inspection date	29/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- Staff have a very good understanding of children's individual needs and routines, taking positive steps to reflect children's individual home backgrounds and cultures. As a result, children's personal, social and emotional development is promoted well.
- Staff interact positively and use effective systems to monitor children's progress and plan for the next steps in their learning.
- The well-resourced, enabling environment, both indoors and outdoors, allows children to make independent choices and follow their interests.
- Rigorous recruitment and vetting systems are in place to determine staff suitability to work with children.
- Partnerships with parents and other agencies are strong. Staff continually share information about children's care, learning and development to promote consistency.

### It is not yet outstanding because

- On occasions, staff are not organised effectively during settling-in sessions for younger children, to make sure all children are fully supported at these times.
- Staff do not always make the most of the opportunities to introduce mathematical and positional language to support children's learning, such as during small group activities.

## 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 inspectors observed activities in all the playrooms and the outside learning environment.
- The inspectors looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspectors took account of the views of parents and carers spoken to on the day of the inspection and of the provider's self-evaluation.
- The inspector held meetings with the manager and deputy manager, and completed a joint observation with the deputy manager of the nursery.

## Inspector

Dinah Round and Samantha Powis

## Full report

### Information about the setting

Cuddles Day Nursery and Out Of School Club is one of three privately owned settings run by the same provider. 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 for 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 7.45 am until 6 pm. There are currently 457 children on roll, of whom 358 are 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 39 staff, of whom 34 hold appropriate early years qualifications. Three members of staff have 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:

- review staff organisation for the younger children during the settling-in sessions to fully support all children's needs at these times.
- strengthen the use of mathematical language in activities and routines, for example, positional language, to support children's mathematical learning.

### Inspection judgements

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

Staff have a very good understanding of children's individual needs, routines and preferences. They use this knowledge well to provide children with a broad range of stimulating and interesting play opportunities, incorporating all areas of learning. As a result, children are settled and secure, and motivated to learn. Staff support children well in making good progress in their learning due to their positive interactions. Key staff link closely with parents to gain information about each child's abilities, likes and dislikes, enabling them to plan for children's individual learning from the start. Effective use of observations and assessments enables staff to successfully monitor children's progress and plan for their next steps. Staff use their observations and assessments, along with parental contributions, for the completion of the progress checks for two-year-olds. Parents receive regular feedback about their child's learning through informal daily discussions at handover plus the use of a daily diary for the younger children. This ensures there is a regular two-way exchange of information. Children's individual 'learning story'

records are shared with parents through formal meetings, arranged at a time to suit each family. This helps parents to feel fully involved in their child's learning and gives them ideas as to how they can support their child's learning further at home.

Staff interact with children positively helping them acquire good skills for the future. They encourage children to learn to do things for themselves, such as fastening the buttons and zips on their coats when going outside. As a result, children are confident and motivated learners and are becoming increasingly independent. Staff plan activities to follow children's interests and they make good use of spontaneous learning opportunities. For example, staff skilfully introduce action rhymes when they observe young children jumping. This engages children as they happily join in with the actions and making animal sounds. Staff working with the youngest children interact positively by talking, smiling and singing to the babies, who babble and vocalise in response. This develops babies' early conversations and communication skills. Older children are confident communicators, happily chatting with their friends as they play. Staff extend their learning by asking open-ended questions to develop the children's thinking skills. Children who are learning English as an additional language are well supported. Staff use children's home language alongside visual signs to aid the children's communication effectively. This means that all children's language is valued. Children have access to a good selection of books, including books reflecting children's home languages and English. Parents of children who are learning English as an additional language are encouraged to take books home to read with children. This means that the children hear the stories in the different languages. Older children show a keen interest in letter and sounds. During group times, staff offer the initial sounds of children's names, to encourage children to guess who is going next. Some children are beginning to use this knowledge as they play, such as by having a go at writing their names on their artwork.

Children join in planned activities and games that introduce them to counting and number, such as counting how many children are present. However, staff do not always make the most of opportunities to extend children's understanding of mathematical and positional language, for example, by introducing and emphasising words such as 'under', 'over', 'full', 'on top', 'more' and 'less' while children play. All children have good opportunities to use their senses to play and explore using a wide range of resources. They show great excitement as they feel the textures of the different materials and mediums, such as sand, paint, gloop and shaving foam. Children's physical development is promoted very well. They enjoy regular access to a wide range of outdoor play experiences. The challenging play equipment means that children are developing new skills as they learn to climb and balance. Older children use large construction equipment to build, for example, their own fire engine. They confidently explain how the ladder will help to rescue people from upstairs, demonstrating their increasing awareness of fire safety and the roles of others in the community. Role-play is encouraged well throughout the nursery to promote children's creativity. A well-resourced pretend restaurant, complete with menus, order forms, chopsticks and newspapers, encourages children to use their imaginations in relation to their current discussions about Chinese New Year.

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

Staff provide a warm, welcoming and nurturing environment. The effective key person system means that a consistent staff team cares for the children and this helps children form secure attachments. When children move between rooms in the nursery, early identification of a new key person and good information sharing helps to ensure this is as easy as possible for the children. This means that children continue to be well supported helping them to feel safe and secure. Staff are attentive to the babies' needs and make sure that their individual routines are followed. They recognise when some children need a little extra reassurance and provide their special toy as a comfort to help them to settle. Children show developing independence in their personal care as they use appropriate tools and resources to wash their hands and serve their food.

All children are valued and included. There is a clear behaviour policy in place and the management team make sure staff provide children with consistent messages. Staff use appropriate behaviour management strategies to help children learn right from wrong. They talk to the children and explain how important it is 'to be gentle' as they play alongside their friends. As a result, children learn to play together well. Children cooperate during tidy up time, and the praise and encouragement from the staff helps to boost their confidence and self-esteem.

Safety is a high priority. Risk assessments are completed and reviewed on a regular basis. Good use of documentation helps to support children's safety and welfare. For example, staff monitor accident reports regularly to help to identify any issues so that they can take action to reduce risks in future. Staff are vigilant in identifying and removing hazards, which means children are able to move around freely and safely. They speak to children to remind them that 'We don't run inside, we use our walking shoes'. This helps children learn to keep themselves and others safe. The environment is very well maintained and all staff follow good practices to support children's health. Children enjoy nutritional snacks and meals during the day, with alternative options provided to suit children's individual dietary needs. Staff link closely with parents to follow the younger children's individual feeding patterns and requirements. This information is clearly recorded so all staff can see children's specific health needs and make sure these are followed. Children are encouraged to brush their teeth after meals and staff work with parents to follow any particular preferences, such as providing a specific brand of toothpaste.

Children have access to an extensive range of high quality, age-appropriate resources and equipment. These are thoughtfully organised to enable children to have freedom of choice. Good use is made of the outdoor play environment. At certain times, children are able to move freely between the indoor and outdoor areas allowing them to follow their interests and choose their play activities. This adds to their enjoyment and overall development, and means that they get plenty of fresh air and exercise. Staff provide a calm and relaxing environment in sleep rooms so that younger children can rest. Staff check babies regularly as they sleep to promote their safety.

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

The inspection was brought forward due to concerns received by Ofsted about the nursery, in particular, concerns about safeguarding. The inspectors found that the management and staff have a good understanding of their role and responsibilities with regard to keeping children safe. Staff attend safeguarding training and are fully aware of the nursery safeguarding policies and procedures. There is a designated member of staff for safeguarding who works closely with the manager and deputy to support the staff. At a recent staff meeting, management provided some in-house training to remind staff of the nursery's whistle-blowing policies and procedures. Rigorous recruitment and vetting arrangements are in place to check the suitability of staff to work with children. The nursery's detailed policies and procedures, alongside all the required documentation, help to support children's safety and welfare. All records are easily accessible and stored securely to maintain confidentiality.

The manager and deputy provide strong leadership to the well-qualified and motivated staff team. This helps to ensure that staff work well together to provide consistency and good support for the children. The required child-adult ratios are maintained and familiar staff, who have a good understanding of children's individual abilities and stage of development, care for children. At times, the organisation of staffing is not fully considered when additional younger children stay for settling-in sessions. Although the children continue to be supported appropriately at these times, they do not always receive the high levels of interaction they usually enjoy because one member of staff's attention is taken by the child that is settling. Detailed induction procedures and ongoing supervision means that staff are clear of their roles and responsibilities. Staff are encouraged to attend training to continue to update their knowledge and skills. They have a secure knowledge of the Statutory Framework for the Early Years Foundation Stage learning and development requirements, which means that they are able to support children's progress very well. Thorough monitoring of the educational programmes means that staff are able to quickly identify and address any gaps in children's learning.

The manager, deputy and staff all have a clear drive for continuous improvement of the nursery. The management team constantly review arrangements and implement new ideas to improve the provision for the children. This includes working with staff to identify what is working well in the rooms and areas for further development, producing a clear action plan to prioritise areas for improvement. The management team audit children's learning story records to ensure consistency and highlight any training issues. The nursery liaises with the local authority early years advisers and act on their advice, which benefits the children's experiences.

Strong partnerships with parents, carers and others involved help staff to meet children's needs. The Special Educational Needs Coordinator is clear about her role to work in partnership with others. She liaises closely with parents and external agencies to make sure that the children receive the required support to meet their individual needs. Parents receive detailed information about the nursery including policies and procedures. Parents feedback is welcomed to help the nursery to improve their practice. Any concerns are investigated thoroughly and immediately, with written responses provided to inform parents of the outcome. Staff organise special evenings for parents to share details of the Early Years Foundation Stage and information on topics, such as schemas. Parents speak

positively about the nursery. They value the flexible arrangements for sharing information, which helps to keep the whole family involved.

### **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	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

<b>Unique reference number</b>	511373
<b>Local authority</b>	Poole
<b>Inspection number</b>	949424
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	172
<b>Number of children on roll</b>	457
<b>Name of provider</b>	Cuddles Day Nursery Limited
<b>Date of previous inspection</b>	29/07/2013
<b>Telephone number</b>	01202 672671 Cuddles

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

