

Cuddles & Care Children's Day Nursery

Ministry House, Cathedral Park, Rowdens Road, Wells, BA5 1UA

Inspection date

17/02/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 requires improvement

- Staff create well-resourced play areas for children, which provide a wide variety of learning opportunities.
- Staff are knowledgeable about child development and plan purposeful play activities, which support children's interests.
- Staff provide a range of nutritious snacks and meals, which effectively promotes children's good health.
- Management demonstrates a clear commitment to making continual improvements to improve outcomes for children.

It is not yet good because

- Staff deployment and the organisation of parts of the session are not consistently effective in supporting children's care and learning needs.
- Staff do not fully support children in developing their self-care skills during some everyday routines, which reduces opportunities to build on their independence.
- Children are not fully supported in gaining positive spatial awareness or understanding about some aspects of keeping themselves safe.

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 in their play and interactions with their peers and staff.
- The inspector sampled documentation, such as operational policies and procedures, registers and risk assessments and children's learning journals.
- The inspector took into account the views of parents spoken with at the visit.
- The inspector viewed the nursery's self-evaluation form.
- The inspector had discussions with management and completed a short joint observation with the manager of the nursery.

Inspector

Mary Daniel

Full report

Information about the setting

Cuddles and Care Children's Day Nursery registered in 2013 and is one of two privately owned nurseries. It operates from a purpose-converted single storey premise situated on the outskirts of the city of Wells, Somerset. Children have use of two main play rooms, a sensory beach room, kitchen/dining room, sleep room, bathroom and nappy changing facilities. There are two enclosed outdoor play areas.

The nursery is registered on the Early Years Register. It is open each weekday from 7.30 am to 6 pm for 51 weeks of the year. It is in receipt of funding to provide free early years education for children aged three and four years. Staff care for children who are learning English as an additional language. There are currently 17 children on roll. The owner/manager and deputy hold the Early Years Professional Status (EYPS) and there are three other members of staff, one of whom holds a level 3 early years qualification and two who are currently training for this qualification.

What the setting needs to do to improve further

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

- review the organisation of staff deployment within daily routines and activities, to ensure learning opportunities are maximised and children's needs are consistently supported

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

- make more use of everyday routine activities to maximise learning opportunities for children and develop their independence and self-care skills
- develop children's understanding of the importance of taking care of toys and resources and how this contributes to safe practices

Inspection judgements

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

Staff are knowledgeable of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They identify children's next steps of learning from their observations of children's play. They use this information to plan meaningful activities to support children's ongoing progress. Generally, this means that

children are interested and keen to play and join in with activities. However, staff are not always effectively deployed, which occasionally means the quality of teaching is variable. For example, at times staff become involved in the practical duties of preparing snacks or changing nappies. Although, correct ratios are maintained overall the nursery, this sometimes leaves one member of staff supporting the remaining children's play. This reduces some learning opportunities for children, as they are not always fully challenged through well-organised play experiences. Children enjoy their morning circle time when they greet each other with their 'Hello' song. Older children help staff in asking their younger friends how they are and children start to gain confidence in responding. This effectively promotes children's developing relationships with their friends. Children like singing their favourite nursery rhymes and songs. They start to use simple signs alongside their singing. For example, as they hold their hands up high and move their fingers to represent the twinkling stars in a song. This actively engages children's attention and promotes inclusion through communication. This helps children in gaining the necessary interest to develop their future skills. Older children like to dress up in shiny hats or shoes that make a 'clip clop' sound when they walk. They put several small stools together in two lines to make their 'bus'. Children find a circular lid, which becomes their steering wheel and say they are driving to play school. Younger children explore the play food and hold up some 'plastic pea pods' to their ear, pretending this is a telephone. This supports children in developing their imagination through play and they start to use objects to represent their ideas.

Younger children have fun playing in the sensory beach room. They sit in the sand and happily explore the 'pirate's treasure' of gold coins and shiny lids and examine hidden shells with interest. Staff support the older children to pour sand into funnels and plastic bottles, which promotes their hand-eye coordination skills. In addition, this actively encourages children's early awareness of mathematical concepts, such as empty and full. Staff recognise children's interests and plan related activities. For instance, they listen to children talking about the banana bread their parents cook and decide to make this together. Staff see children like tractors and encourage them to make tracks and patterns by pushing the toy tractor wheels across a paint tray. Consequently, staff use children's interests effectively to encourage their early interest in mark making and provide further learning opportunities in their play. Staff encourage children's creativity well as they make a colourful rainbow picture. Children use yellow and green feathers, purple and blue tissue paper and small red and orange tubes to reflect the different bands of colour. They also create a glittery yellow sun and stick cotton wool on to make some clouds. As a result, children develop their creativity and are effectively supported in exploring colour and a range of textures. In addition, they are supported well in learning about their world as they discuss the different weather systems.

Parents spoken with at the visit say their child is very happy at the nursery and that the staff are fantastic and very supportive. Parents say they are kept very well informed of their child's activities and progress and can contribute their own observations. They particularly like the secure system set up online, which enables them to see photographs of their child involved in their activities during the day. This gives them reassurance in the care and learning provided. Parents are given a letter explaining the process for completing the progress check for two-year-old children. Staff form summaries of children's development for this check, which they share with parents. This encourages

parents' involvement in their child's development and helps to monitor children's progress from a young age.

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

Staff are friendly and caring and children respond positively to them. The nursery has only been open for a few months and most children arrive confidently and settle to play easily. They chat happily to staff about their games and ideas. Younger children demonstrate emotional attachments to staff and are generally content to play knowing staff are close by. However, at times, particularly when numbers of children attending and noise levels are higher, some younger children become unsettled and unsure of their environment. Staff are quick to offer comfort and reassurance, which children respond to well, but this occasionally has an impact on their emotional well-being. Children enjoy a great range of nutritious and healthy snacks and meals. For example, they have ratatouille and pasta, fish pie or roast chicken and vegetables for their dinner. Large, colourful posters of healthy foods, such as fruit and vegetables are displayed around the kitchen and dining areas. Staff encourage children well in trying new foods as they provide fruits such as passion or sharon fruit for them to taste. This actively supports children in developing positive attitudes to eating well and understanding about foods that are healthy.

Children are encouraged to develop their independence as they put on dressing up clothes or access their drinks beakers. However, staff do not extend this by supporting children to pour their own drinks or use a spoon to serve their food at snack times. Older children know to find tissues to wipe their noses and staff are observant of helping younger ones to do so. This helps children develop some ideas of positive hygiene routines. However, although staff talk about washing hands before eating this is not consistently supported in practice for all children. This reduces opportunities for children to develop social and self-care skills. Staff give a calm and kind approach and praise children often. For example, as younger children successfully repeat words back to them or show kindness to others. Consequently, children feel good about their efforts and gain confidence to attempt further words and sounds. This actively promotes children's self-esteem and their communication and language development. Staff gently explain why some behaviour may be upsetting for others and encourage children to think about their feelings. Older children begin to naturally resolve issues themselves. For instance, they explain to a younger friend that they can share their toys. As a result, children behave well overall and start to develop useful skills that will prepare them for their next stage of learning at school.

Staff promote children's awareness of safety on outings as they talk to them about road safety. Children wear high visibility jackets so they can be seen clearly when out walking. Staff talk to children about sitting safely on their chairs and make sure that babies are strapped into their highchairs. However, at times the floor becomes cluttered with toys that children have dropped and left. This makes it difficult for younger toddlers to keep their balance and move around easily. Some children do help staff to tidy up their toys, which encourages them in taking early responsibility. However, this is not consistently managed overall. Staff talk to children about why it might be dangerous to use their ride on toys by the slide area, but do not provide a clear area for them to use these toys. This

reduces the opportunities for children to develop their spatial awareness, understanding of suitable safety and learning about respecting toys and resources.

Staff know the songs children enjoy and provide music and movement sessions to encourage children to enjoy exercise. Children enjoy crawling through the pop up tunnel and have fun going up and down a small slide indoors. They smile as they climb up the steps of the slide and say 'Ready, steady, go' as they push themselves down. They sometimes go on walks around the locality or play in the sand pit in the garden. This contributes to them developing an enjoyment of exercise and fresh air activities to keep them fit and healthy. Children are cared for in bright, attractive playrooms. Careful consideration has been given to making the nursery environment welcoming and inviting for children and their families. For example, children's artwork and large photographs of them involved in activities are displayed. This effectively helps children feel valued and encourages their discussion. Playrooms are organised effectively to provide different areas of learning. For instance, children enjoy playing at the well-resourced creative bench, where they can easily reach paper, pens, glue and collage materials. As a result, children's imagination is supported well and they happily develop their creative ideas in design and modelling. Children also enjoy using the large, interactive 'I pad' table. The screen of this exciting resource can be moved to meet the differing needs and abilities of all children. This actively promotes inclusion and in addition, actively encourages children's early awareness and confidence in using technological resources to aid their learning.

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

Staff have developed an appropriate understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They are aware of indicators that may cause concern for a child's well-being and how to manage those concerns appropriately. Staff suitability is assessed through an appropriate recruitment system and new staff complete a detailed induction process. Overall, this helps them in gaining a sound awareness of their roles and responsibilities. However, at times, the deployment of staff does not effectively meet the needs of all children. Management implement an ongoing supervision and appraisal system. This supports staff in building on their knowledge and understanding of child care and development. For example, management and staff are booked to attend safeguarding and first aid courses. Clear operational policies and procedures have been formed and are shared with parents. For instance, staff obtain written permissions from parents to take their children on outings or for any necessary administration of medication. This provides continuity in the management of children's well-being. Staff use tracker charts to identify where children are making progress and where they need further support. Staff share this with parents and give ideas for activities at home. This helps to monitor children's progress and provide a continuous approach to their learning.

Risk assessments are completed and management view children's safety as a priority. For example, access into the nursery is monitored effectively through a security system and visitor's attendance is recorded. Parents are asked to give full details of those able to

collect their child and a password system is also implemented. Playrooms and corridors are gated to prevent children's unsupervised access. This helps to keep children safe overall and minimise accidents. Management evaluate the effectiveness of the provision offered and give a positive attitude to developing their practice. For instance, plans are being made to develop the garden area and create an exciting mud kitchen there. Management also recognises the benefit of using photographs with children. Staff plan to take photographs of the nursery rooms, staff and activities to share with children and help them become familiar with their new environment. Overall, this means staff use evaluation to effectively support continual improvement to promote outcomes for children.

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	EY467227
Local authority	Somerset
Inspection number	932165
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	17
Name of provider	S & D Childcare Limited
Date of previous inspection	not applicable
Telephone number	07702289294

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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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