

Cupcakes Nursery Limited

1 Friern Park, North Finchley, London, N12 9DE

Inspection date

Previous inspection date

27/02/2014

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

- Children make good progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities staff provide.
- Staff support children's communication and language very well. They effectively engage the children's interests and support their individual needs.
- Children with special educational needs and/or disabilities make rapid progress due to staff's close attention to each child's needs.
- Staff ensure that children develop a good understanding of the importance of leading healthy lifestyles by adopting rigorous hygiene routines and by providing children with nutritious and healthy meals and snacks.

It is not yet outstanding because

- Children do not have access to a wide range of resources to support their understanding of information and communication technology, in preparation for the next stage of their learning.
- There are no posters, signs and labels displayed in the outdoor area, so children's interest in letters and words is not always fully extended.

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 the children's activities and staff's interaction with children.
- The inspector held meetings with the manager and staff and conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector looked at a sample of the nursery's policies and procedures and staff's records.
- The inspector spoke to some parents and took account of their views during the inspection.

Inspector

Yasmine Hurley

Full report

Information about the setting

Cupcakes Nursery registered in 2013. The nursery operates from premises in the North Finchley area, in the London Borough of Barnet. It occupies three floors with a baby room, toddler room and pre-school room. An enclosed outdoor play area is available for outside play. The nursery is open each weekday from 7.30am to 6.30pm all year round, except for bank holidays. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 81 children on roll in the early years age group. The nursery receives funding for the provision of free early education for children aged two- three- and four-year olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 18 members of staff, 16 of whom are employed to work with the children; most of them hold a relevant childcare qualification. This includes three members of staff who hold degrees in childcare. The two chefs hold food hygiene and safety certificates.

What the setting needs to do to improve further

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

- increase the use of information and communication technology resources to strengthen children's understanding of the world
- provide a variety of posters, signs and labels in the outdoor area to fully support children who learn best outdoors.

Inspection judgements

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

Staff care for children very well in this welcoming, inclusive and children-centred nursery. They have a clear understanding of how to meet the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Therefore, they enable children to make good progress. Key persons undertake a range of observations and assessments to effectively track children's progress. Alongside written observations of the children, the development records include photographs to enable parents to gain an understanding about how their children learn through play. Staff plan stimulating and exciting activities in all areas of learning and have developed effective planning methods, which take full account of each child's individual learning needs and interests. As a result, children are keen to learn.

Staff support children learning to speak English as an additional language well. They ask

parents for key words in children's home languages to help them communicate effectively with the children. In addition, children with special education needs and/or disabilities make good progress because staff provide them with one-to-one support. Consequently, all children make good progress in their learning and development from their starting points.

Staff's teaching strategies are very good and inspirational which help to motivate children to learn and expand their ideas and knowledge. Staff support children's communication and language exceptionally well, asking open-ended questions to make children think and extend their vocabulary during play. For example, children enjoy exploring with sea shells, bugs and pebbles they place on wet play dough. Staff support the children by introducing new words to describe what the children see, hear and feel, such as 'slimy, wet, sea and sticky'. Staff talk to the children about the sea and the consistency of the wet play dough. Children put the shell near their ear and describe what they hear. This helps to support children's communication skills as well as exploring using their senses.

Staff teach children sounds and rhymes through using match and rhyme boxes and sounding out words using phonics. Children begin to form initial letters of their names and to sound out words. Staff extend older children's skills further by helping them to write their name, as well as basic words. Additionally, children visit the book area to choose and browse through books independently as well as listening to stories on a one-to-one basis with staff. The playrooms are rich in print and photographic displays, which helps to support children's learning and early literacy skills. However, the outside area does not have any posters, labels or number lines for children to refer to as they play. Therefore, they do not have all opportunities to develop number, letter or word recognition.

Children concentrate and show interest in messy play activities by exploring with mixtures, feeling it with their hands while creating interesting sculptures. Staff encourage children by joining in and offering lots of praise. These activities support children's creative skills and their expressions through art and design. Babies explore and investigate everyday objects while playing with treasure baskets. They show an interest in simple mechanical toys to enable them to have first-hand experiences and challenges, such as activity centres, press button soft toys and books. However, resources to enable children to strengthen their understanding of everyday technology, such as information and communication technology equipment, are not extensive. Children represent a wide range of cultures and diverse needs. They develop a good awareness and understanding of the world around them as staff teach them about different cultures and beliefs. This helps children to learn about the similarities and differences between themselves and others.

Staff teach children early science and mathematics very well. Staff support children's understanding of size and capacity as children compare different sized containers. Children mix different primary colours in water and watch them change into different colours as they correctly identify the colours they have created. Staff give children time and space to experiment for themselves. They use good teaching strategies to motivate children to learn. When children have fun counting the wooden blocks to make interesting models, staff ask them questions to promote their critical thinking and understanding of numbers. Children recognise shapes, colours and match puzzles and construction pieces including measuring and calculating using play dough, sand and water. These activities help children

to build skills for their future lives. Furthermore, this complements what children are learning at school.

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

Children are cared for in a welcoming, safe and well-equipped nursery. Key persons work closely with parents to help children settle in to the nursery as they communicate to gather information about children's health history, routines and behavioural habits. They use this information to help ensure children receive consistent care. Children sleep comfortably after lunch whilst staff soothe children to sleep by stroking or gently patting them. Children who do not need a sleep enjoy quiet group activities with attentive staff. For example, children sit in the book corner selecting their favourite books and share them with staff and their friends. Staff are kind and gentle in their interactions with children. They use positive language, such as 'good listening' and praise children for helping to tidy up. As a result, children behave well. Children independently select resources, so are in charge of making their own decisions. Babies and toddlers are very confident to explore their surroundings as they successfully move around the furniture and play with toys that they find at their level. This helps strengthen children's confidence and independence.

Children enjoy physical activities both indoors and outdoors, benefiting from the fresh air and exercise. They use a variety of equipment to practise and extend their physical skills, enabling them to be active, climb and balance. Staff plan outings to local parks so that children can use more challenging play equipment to develop further their physical skills. Staff are fully aware of their responsibilities in keeping children safe. They remain vigilant, while still allowing the children to be challenged by taking well-managed risks in their play. For example, children learn to climb safely and confidently on outdoor climbing equipment with staff supporting them in thinking through how best to climb down. Children learn how to keep themselves safe as they practise fire drills, and know to listen and follow clear instructions of how to evacuate the premises.

Children, from an early age, understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. Children are very well nourished and their health is fostered well. They enjoy peeling and chopping fresh fruit and vegetables such as a broccoli, mangos, carrots, apples as staff hold interesting conversations with them about the goodness of fruits and vegetables. Children learn to use a knife safely and cut the fruit and vegetables. They are encouraged to be independent at meal times and staff help them to keep themselves safe and healthy. This helps to prepare the children for school and promotes independence. Water is readily available to the children throughout the day for the children to help themselves. Mealtimes are a social occasion as children and staff sit together and hold good discussions. Children eagerly discuss which foods are healthy to eat, as they thoroughly enjoy eating the fresh food the chefs have prepared for them.

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

Management meet all the requirements of the Statutory Framework for the Early Years Foundation Stage. They take positive steps to safeguard children's welfare. The manager implements robust recruitment and vetting procedures to appoint staff who are suitable to work with children. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They understand fully the safeguarding and child protection policies and procedures of the nursery. The premises are very secure and staff make good use of the robust risk assessments to help keep children safe. This helps staff to promote children's welfare effectively. Management implement comprehensive policies and procedures to ensure the smooth day-to-day running of the nursery. All policies are shared with parents and the manager encourages the views of parents on nursery procedures.

The management team demonstrate a good knowledge of the learning and development requirements. The nursery is led by an inspirational manager who has very clear aims and objectives, placing the child and their family at the heart of everything she does. She shows staff that they are very valuable and respected, offering great support, for example, in the form of a wide variety of training as well as regular staff meetings. This results in a skilled and energetic staff team, who demonstrate a good knowledge of their roles and key responsibilities in moving children forward. Management have a good rapport with the local early years team, local schools and parents. They work with them to ensure consistency of care for children and use any feedback from them to improve their practice. As a result, staff use self-evaluation effectively to review practice and target areas for improvements in the nursery and the outcomes for children.

Staff have good relationships with parents and carers, resulting in effective communication and information sharing. For example, staff are available at the end of every child's day to share feedback about their time at nursery. This means that parents are fully involved in their children's learning and can support them further at home. Parents' meetings are held regularly to ensure parents receive up-to-date information about their child's progress. Parents speak positively about the nursery and comment how their children are happy and all staff are friendly and caring. Staff have established good relationships with other external professionals and agencies. Through effective communication and partnerships, the nursery can quickly identify and address children's individual needs with support from specialists. Consequently, children with identified special educational needs and/or disabilities benefit from being in this fully inclusive provision.

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

Unique reference number	EY468796
Local authority	Barnet
Inspection number	932336
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	81
Name of provider	Cupcakes Nurseries Limited
Date of previous inspection	not applicable
Telephone number	02031151023

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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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