

Cybertots At Limetrees Childrens Centre

Thorndike Avenue, Northolt, UB5 5LA

Inspection date	07/05/2014
Previous inspection date	20/06/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 provide a busy learning environment that engages children of all ages in learning.
- Children are confident and inquisitive, establishing good relationships with staff.
- The manager and provider are committed to continual improvement of the nursery and regularly review practice.
- Planning that meets the individual needs of the children means they take part in activities that are fun and challenging, and make good progress.
- Support for children with special educational needs and /or disabilities is a strength and supportive to the children and their families.

It is not yet outstanding because

- Opportunities to extend children's independence throughout daily routines are not fully explored.
- Staff's positive interaction with the children varies amongst the team.

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 conducted observations of children at play in the nursery and in the play area.
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to the manager and the provider about the running of the setting and conducted a joint observation with the manager.
- The inspector took into account the views of parents and children who attend the nursery.
- The inspector discussed roles and responsibilities with staff.

Inspector

Julie Biddle

Full report

Information about the setting

Cybertots at Limetrees Children's Centre is one of five nurseries run by Cybertots Limited. It opened in 2006 and operates from purpose-built premises at Limetrees Children's Centre in the London Borough of Ealing. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 45 children in the early years on roll. The nursery is open each weekday from 8am to 6pm all year round. It is in receipt of funding to provide free early education for children aged two, three and four years. The nursery supports children learning English as an additional language and children with special educational needs and/or disabilities. All children share access to an enclosed outdoor play area. The nursery employs 10 staff, including a full-time cook. Over half of the staff 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:

- encourage children's independence more consistently during snack and meal times
- ensure staff interaction with children is consistent across the setting

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and how children learn. Children play and learn in busy, happy environment, their learning and development enhanced by staff who are eager and focused in their role. Staff plan a range of experiences that stimulate and challenge the children and take into consideration children's interests and stage of development. For example, children's interest in space led to opportunities to talk about how far it is to the moon and what it would be like to live on the moon. Staff have a good knowledge of how to promote the learning of all the children. They use successful teaching techniques to engage children during play and encourage learning across all areas. For example, at snack time staff and children talk about fruits, their colours and how they grow. Staff encourage children to make their own informed decisions. For example, when children want to play in the garden staff ask the children to think about the clothes they will need to wear, as it is raining. Children excitedly reply that they will need coats and umbrellas.

There is good quality interaction between staff and children, but at times inconsistent and this means opportunities for discussion are lost. Toys and resources are varied and suitable for the age group of children in the nursery. The outdoor play area offers space

for children to develop their large muscle movements and they benefit from using a range of play equipment. They skilfully balance and negotiate space as they use scooters and carefully walk over the bridge, for example. The children's play reflects their amusement and there is a sense of fun in the nursery as the children and staff play games. Staff use board games to encourage children to think about numbers and how to take turns. Staff make good use of displays, creating a visual environment that is appealing and beneficial to the children's learning. Children gain a sense of belonging as staff create visual displays. For example, a world map with the children's photographs links to their country of origin. Children thoroughly enjoy singing and staff use songs to encourage the children to think about speed and direction. Children sing their favourite songs both fast and slow forwards and backwards. The children achieve this difficult but fun task with lots of laughter.

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

Children in the nursery feel secure and confident. This is as a result of an effective key person system that is sensitive to the needs of all children. For example, children who are tired and need to sleep are comforted, which means they fall asleep and are relaxed. This confidence promotes a good level of well-being. The children move freely around the nursery, cooperate with their friends and are keen to share their activities with staff. Children's behaviour is good and their sense of belonging is demonstrated by their familiarity in routines. For example, children know that they need to tidy their toys before they eat lunch. Staff demonstrate a secure understanding of their role in managing children's conduct. They successfully help children to feel valued and respected while managing their behaviour. Children who are new to the nursery enjoy hugs and affection from staff, supporting feelings of safety and security. The strategies to promote learning and development to support children with special educational and /or disabilities, is a particular strength of the nursery.

Staff help children to understand about keeping themselves safe, for example, they remind them to walk inside and to take care as they sit on the mat with their friends. In addition, staff have completed first aid training which means they are able to manage accident and injuries if the need arises. The solid partnership with parents contributes to continuity of care. Parents feel able to approach staff with any worries as a result. Children begin to develop some self-help skills, such as dressing themselves before going into the garden but encouragement for their independence is not fully explored at meal times. Children have healthy choices at mealtimes as they enjoy fresh fruit and freshly cooked food that effectively meets their dietary needs. They enthusiastically join in with physical exercise, such as when playing outside and joining in with a dance class. They have fun as they pretend to be jungle animals running, walking, skipping and flying through the jungle. This provides children with stable foundations for developing a healthy lifestyle. The well-resourced environment and informed staff supports children's development well. This is especially important as children become older and prepare to move into school.

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

The manager demonstrates a clear understanding in her role in nursery resulting in the efficient running of the setting. For example she understands her role in keeping Ofsted informed of any safeguarding issues in the nursery. In addition, she demonstrates how she takes decisive action to ensure all staff remain suitable to work with children. The manager works closely with the local authority to establish clear routes of support for all staff. Training opportunities for staff mean they remain motivated in their role and in turn this benefits the children. Both the manager and the staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and as a result, all of the legally required documents, policies and procedures are in place. This successfully contributes to the safety and welfare of the children. Staff are secure in their knowledge and understanding of the learning and development requirements and know how to encourage children's fullest potential. This results in good progress in children's learning. Staff maintain clear records of observations of each child, which are linked to the areas of learning and include details of the next steps planned for them. Children's achievements are consistently tracked, to monitor their progress and so that any gaps can be identified and addressed.

Self-evaluation is ongoing and allows staff to monitor their strengths and weaknesses. The manager and staff have worked together to make positive changes in nursery such as establishing the lay-out of the room to make more space, and to create a cozy area for children to relax. This has benefited all the children and demonstrates staff's commitment to continual, ongoing improvement. Arrangements for safeguarding children are firmly in place. All staff demonstrate good knowledge and understanding of child protection issues. There are thorough policies and procedures in place that follow the guidance of the Local Safeguarding Children Board. The recruitment procedures are robust. The manager and provider thoroughly check staff to assess their suitability to work with children. The manager supports these arrangements with strong induction and ongoing suitability checks, regular supervisions and appraisals. The team is strong and children's care and learning assured as a result.

Partnership with parents is well established and parents are pleased with the progress their children make in the nursery. There is much information available for parents in the form of notice boards and displays of leaflets and activities for children in the area. There is an effective two way flow of information via discussions at drop off and pick up times. This provides good information for staff so that they can meet any changing circumstances regarding parents and children. All parents spoken to said they have a positive partnership with the staff in the nursery and this has helped their children to feel happy and safe. The setting works well in partnership with other professionals who support children in the setting or have other involvement outside the nursery.

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	EY331951
Local authority	Ealing
Inspection number	966307
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	45
Name of provider	Cybertots Limited
Date of previous inspection	20/06/2012
Telephone number	020 8845 7540

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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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