

Leo Cubs Nursery Ltd

213-217A Dunstable Road, Luton, LU4 8BN

Inspection date

Previous inspection date

28/05/2014

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

- The warm, welcoming atmosphere means children settle quickly and are ready to learn. The key person approach is used effectively to meet children's individual needs.
- Children's learning is carefully observed and assessed. Next steps are identified quickly which means that children's good progress is supported well. Teaching and learning is good because staff encourage children to participate in varied play that they are interested in and they are motivated to learn.
- Partnership with parents is excellent. Positive working relationships between staff and parents mean that children benefit from a shared approach to learning at home and in the nursery.
- Arrangements for safeguarding are strong, including robust recruitment procedures and regular training attended by staff. Therefore, staff are knowledgeable and can support children.

It is not yet outstanding because

- Some staff do not consistently give sufficient time for children to respond to questions, or make the optimum use of open-ended questioning during children's play.

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 activities in the nursery and talked with the children and staff.
- The inspector viewed the areas of the nursery and garden.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff members and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents as spoken to on the day.
- The inspector carried out a joint observation with the deputy manager.
- The inspector reviewed the provider's hardcopy self-evaluation file.

Inspector
Elke Rockey

Full report

Information about the setting

The nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It originally opened in 2004 and was re-registered due to a change of name. The nursery operates from five rooms on the first floor above a chemist shop, in the Bury Park area of Luton. The nursery is fully accessible via a stair lift. There is a fully enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 38 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance opportunities for children to think critically during activities and discussion by asking more open-ended questions that may have more than one answer giving them time to respond.

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 learning and development requirements. This means that all children make good progress through effective teaching. Staff support children with special educational needs and/or disabilities and those who are learning English as an additional language, very well at the nursery. For example, the multilingual staff are able to communicate with children in order for them to understand the routine and play. Excellent partnerships with parents supports children's learning at home. Home learning bags are used effectively. For example, a bag with puzzles in shares ideas of what to do with the puzzle. Parents write in a book about their child's play at home with the toy. Staff get to know children well from the start because they gather information from their parents and offer consultations regularly. Each child has a learning journey in which observations are evaluated and matched to learning guidance to show progression. Next steps are identified and this forms the basis of the daily planning for the nursery. This demonstrates that children are challenged appropriately for their stage of development. For example, children learning to take turns are offered opportunities to play with dolls in the water with staff support. The progress checks at age two are completed with information from parents and other relevant professionals. Together with other regular assessment, means that staff have a strong overview of children's learning and progress.

Children are motivated to learn and seek staff to play with. For example, books are read to the children on request. Children listen carefully to the words and name animals and their noises with delight. This play is extended as staff sing familiar songs that children join in and dance to. This fosters their listening and talking skills as well as being able to explore how their bodies move in different ways. Staff extend learning well. While playing tea parties in the home corner, a clipboard and pencil is added so that a shopping list can be made. Other opportunities for children to practise their early writing skills are broad. This includes painting at the easel and chalking outside. Children practise their hand-eye coordination as they spoon sand into socks and gloves. Mathematical language is integrated throughout the play as scoops are counted. The terms heavy and light are given meaning, as the children are provided with a full sock and an empty sock to compare weight. Staff support these activities well and follow children's emerging interests as the play develops. However, some staff do not always use questioning techniques fully to allow children to explore their language because they ask questions with limited responses, or fail to allow sufficient time for children to think about what they want to say. This means that on some occasions children's communication and thinking skills are not fully promoted.

Children are included in taking responsibility for their learning through child interest forms. Together with their key person, the children talk about and record what they would like to learn and play the next time they are at nursery. This encourages children to make independent choices and think reflectively building a positive image of themselves. As a result, children are being prepared for future learning. Children gain an awareness of their community and world as festivals are celebrated throughout the year. The vast diversity of the nursery children is reflected in the curriculum and resources. Resources around the nursery have picture labels so children's early reading is supported in everyday routines. Books and notices around the nursery reflect children's home languages and support parents in feeling involved in their children's learning.

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

The nursery is warm and welcoming as staff have created a caring atmosphere. Children arrive happily at the nursery greeting their key person with delight, demonstrating the effective attachments built between staff and children. Children are supported well to settle in to the nursery. Together with parents, a flexible process is agreed. This builds trusting relationships for excellent partnership working. Children are further supported as they move rooms in the nursery with gradual visits to the older room. Parents are exceptionally well supported to meet children's individual needs. A constant two-way flow of information means children experience continuity in their care. This is done verbally and by way of communication diaries. For example, dietary concerns are monitored closely at home and in the nursery by parents and staff. Strategies to support behaviour at home and moving on to school are discussed openly in order to fully support children and families. As a result, children benefit from consistent care.

Staff support children's personal, social and emotional development well. They implement

the behaviour management policy consistently, so children understand expectations. For example, young children are asked to pick up items they have dropped on the floor and all children are encouraged to share with others. Children also know and follow the routine well promoting their feelings of security. Staff praise children and this boosts children's self-esteem. Staff display children's work around the nursery, which shows children that what they create is valued. This all helps children become confident and be well prepared for future learning experiences. The nursery is very well resourced with toys and equipment that cover all areas of learning. Children are encouraged to make choices in their play as they access resources freely. For example, textured blocks are transported by the children to the sand tray to explore the patterns they make in the sand and babies are able to choose from a variety of treasure baskets that stimulate their senses.

Children's good health is promoted as they are offered a balanced, nutritious menu. Outdoor play is accessible daily. The small outdoor area is resourced differently every day offering children a variety of experiences over the week. This includes hoops, balls, trikes and scooters. The children visit local parks, benefiting from the fresh air and exercise. Cross-infection is prevented as nappy changing procedures are hygienic. Staff have food safety training and implement good procedures wearing gloves, aprons and hats when serving food. Children wash their hands independently. Self-care skills are promoted for children's ages and abilities. For example, staff begin undoing children's shoes then encourage the children to complete the tasks themselves. Children negotiate the steps between rooms as they learn to keep themselves safe. Children teach each other about the rules and safety. For example, an older child calls a younger child to 'come away from the gate'.

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

Arrangements for safeguarding are strong. Regular training is attended by all staff and the subject of safeguarding is raised frequently for discussion. Staff have a good awareness of the possible signs of abuse and knowledge of how to report any concerns appropriately. Parents are also aware of the safeguarding procedures and have copies of relevant policies, including the mobile phone and camera policy. All staff, employed at the nursery are vetted thoroughly and complete a robust induction procedure. Their performance is monitored well by the manager and deputy manager. All staff are supported through regular supervisions which helps them to fulfil their roles and responsibilities. This ensures that all staff have a good understanding of the requirements of the Early Years Foundation Stage and can promote children's health, welfare and development. All policies, procedures and other paperwork is reviewed regularly ensuring it is in line with current practice. Risk assessments are completed for all areas of the nursery helping to ensure children's safety.

Staff are being encouraged to work towards further qualifications and are supported in their learning. The supervision procedures mean that staff have a good understanding of their areas for development and seek help to improve their practice. Reflective practice is embedded as the team strive to improve the provision offered. For example, the outdoor

area continues to be considered for different learning opportunities. Questionnaires are used to gain feedback from parents and children. Learning is monitored by use of the local authority tracking tool. This highlights any areas for consideration to ensure children maintain good progress.

Partnership with parents is excellent. Parents spoken to at the time of the inspection are very happy with the care and learning provided by the nursery. Communication flows freely every day as parent's report they are able to talk to the staff about their children regularly. Learning is encouraged at home effectively with all families. Parents are very well supported with children's needs, such as, behaviour and eating habits at home and in the nursery. As a result, children experience continuity in their learning and care. Partnerships with other agencies are strong. This means that the individual needs of children with special educational needs and/or disabilities are effectively met. This is because staff work with parents and professionals together to support children's learning and care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY472258
Local authority	Luton
Inspection number	944002
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	38
Name of provider	Leo Cubs Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01582453643

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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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