

# Cute Companions Private Day Nursery

542 Leeds Road, Idle, Bradford, West Yorkshire, BD10 8JH

<b>Inspection date</b>	16/04/2014
Previous inspection date	21/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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## The quality and standards of the early years provision

### This provision requires improvement

- Children are provided with a variety of activities and are cared for in a well-resourced environment, which offers them free choice in their play.
- Staff work closely with parents to find out about children's individual needs, which means they are able to provide care that is consistent with that at home. Consequently, children settle well and develop close bonds with some staff.
- Children are cared for in an environment where risks to their safety are minimised effectively and staff have a sound understanding of safeguarding children. As a result, children are protected and kept free from harm.

### It is not yet good because

- The arrangements for coaching and monitoring the performance of staff are not fully effective. This means inconsistencies in the quality of teaching are not promptly identified and addressed. Consequently, children's learning and development is not always supported well.
- The youngest children in the nursery do not have daily access to outdoor play and activity.
- Arrangements for removing kitchen waste from the nursery are not always appropriate. As a result, younger children's health is not fully protected.

## 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 had a tour of the premises, including children's playrooms and the outdoor play areas.
- The inspector talked to children and staff at appropriate times throughout the inspection.
- The inspector observed the interaction between staff and children.
- The inspector completed a joint observation with the manager of a group of children in the outdoor play area.  
The inspector held a meeting with the manager and looked at a range of
- documentation, including staff suitability checks, qualifications, risk assessments and children's learning records.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Lindsay Dobson

## Full report

### Information about the setting

Cute Companions Private Day Nursery was registered in 1997 on the Early Years Register and is situated in a converted house in the Thackley area of Bradford. The nursery serves the local area and is accessible to all children. It operates from five main playrooms, set over three floors and there are enclosed areas available for outdoor play. The nursery employs 21 members of child care staff, including the nursery manager and a cook. Of these, 17 hold appropriate early years qualifications at level 3 and above and one at level 2. The nursery opens Monday to Friday. Sessions are from 7.30am until 6pm, all year except for bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 106 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- implement rigorous arrangements for the performance management and coaching of practitioners to promptly identify and address inconsistencies in the quality of teaching, to ensure all children are well supported in their learning
- ensure all children have daily access to outdoor play experiences and fresh air.

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

- make sure kitchen waste is always removed from the nursery without the need to access the baby room.

## Inspection judgements

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

Children are provided with a varied range of toys, resources and equipment and are encouraged to explore their surroundings and discover new things. They are able to make choices from the range of toys and resources available to them in their playroom and during planned times for outdoor play. Resources are suitably organised so children can easily see what is available to choose from. This supports their independent learning. Activities provided cover all areas of learning in the indoor and outdoor environment and there is a balance of adult-led and child-initiated opportunities on offer on a daily basis. During the inspection, it is observed that there are many inconsistencies in the quality of teaching amongst staff and across the nursery. This has an impact on the progress some

groups of children make. Staff carry out observations of children's learning on a regular basis. Each child has a learning journey containing observations, photographs and examples of their work. Staff use children's identified next steps in learning to plan for their ongoing development and systems are in place to monitor and track children's progress. Parents have opportunities to contribute to their children's progress records. In particular, information is shared and their thoughts are gathered on regularly completed summary sheets, including the progress check at age two.

Staff provide babies with varied opportunities which support the prime areas of learning. They enjoy exploring the playroom and in particular, investigating the water tray which is positioned on the floor. Children are stripped down to their nappies enabling them to climb in and out of the tray, supporting their physical development. They giggle and squeal as they splash the water with their hands and watch with interest as staff float small ducks and boats on the water. Indoors, staff effectively support very young children as they develop their early walking skills. They move around the furniture and staff cheer and clap as they take a few independent steps. This raises their self-esteem and encourages them to continue. The youngest babies are given lots of close contact with staff and are cuddled when having a bottle and calmly nurtured as their home routines for sleeps and nappy changes are followed. This supports their emotional well-being. Across the nursery there are opportunities for children to develop their communication and language skills. Some staff engage with children and join in their play, asking open-ended questions which encourage children to think. Babies' babbles and coos are acknowledged and responded to supporting their early speech and language. Toddlers hear staff naming objects that are familiar and those toys that are new to them, which extends their vocabulary. More able children begin to use mathematical terms, share their thoughts and ideas in conversations and understand at times they need to listen to their friends. Each playroom supports children's interest in books and stories and throughout the nursery children can see words and pictures clearly displayed. The more able children also enjoy using the compact disk player as they sit and listen to story disks, happily wearing the head phones and then eagerly tell the inspector and staff about the story they have heard. This effectively supports their listening skills and gives another dimension to their enjoyment of storytelling. It also supports their memory skills and provokes conversations with their friends as they chatter to each other about their favourite part of the story.

Children are eager to engage in outdoor physical play. There are opportunities for them to run, climb, slide and balance. There are also other opportunities for children to build, construct and play in the sand and water. Some children are busily involved with a member of staff playing with a tray of small and large stones and pebbles. They use small vehicles to transport the pebbles and begin to understand about size and weight as staff support them to make comparisons. On outings in the local community children have opportunities to develop their mathematical skills as they hunt for numbers and shapes. They enjoy taking photographs of what they see, enabling them to develop their understanding of another media and share their finding with their friends on a planned display in the nursery. This is a thoughtful way to extend children's learning. Children develop an understanding of technology as they show a keen interest in technological resources, such as computers. As a result of these learning opportunities, children make satisfactory progress and are reasonably well-prepared for the next steps in learning,

including when they transfer into school.

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

Staff appropriately manage children's transitions into the nursery through settling-in visits, so they gradually become familiar with their new environment. If children do become upset when they first start, staff sensitively reassure them and engage them in activities they know are of interest to them. As a result, children soon settle and are happy in their play. Staff demonstrate a caring approach and build warm and positive relationships with children. Key persons talk to parents each day and provide a written record of how the care routines of the younger children have been met. This reassures parents that the care children receive is consistent with their home life and that children have security and stability. As children move on within the nursery, they are supported to do visits to the new room and staff ensure they share their knowledge of the child, their care needs and learning records.

Staff provide effective support and guidance to help children develop a sound understanding of following healthy hygiene practices. For example, they ensure children wash their hands before mealtimes and encourage them to use a face cloth to clean their face after eating. This encourages children to develop their self-care skills and helps to prepare them to be independent in this area when they move on to school. Children are provided with healthy and nutritious meals. At afternoon snack time staff encourage the more able children to choose when they want to eat and to make their own choice from the foods available by serving themselves. Children are also developing their independence as they have opportunities to pour their own drinks. However, on occasions younger children's health is compromised as kitchen waste is carried through their playroom when it is taken to the dustbin. Some staff have attended behaviour management training. Overall, children learn about appropriate behaviour. More able children are supported to understand how to behave in the nursery through visual displays of the rules, enabling them to have secure boundaries and know what is expected of them. For example, they know to put on an apron before messy play and to help clear away after activities to keep their environment tidy. Children learn to sit together during group activities, which shows they are beginning to respect each other's space.

Most children enjoy daily outdoor play, which provides them with fresh air and gives them more freedom to move about. Outdoor play resources cover all areas of learning and provide opportunities for children to test and challenge their own skills. However, babies do not have the same access to outdoor play or have the opportunity to be outside in the fresh air each day. This is a breach of a legal requirement. Staff effectively support children to learn about their own personal safety. For example, there is regular practising of the fire evacuation drill and more able children learn to use the stairs properly and hold onto the hand rail when they go out to play. Children learn to manage their own risks outdoors because staff provide materials, such as construction bricks and wooden planks, for them to build their own structures. Children are confident and know to ask for help, should they need this. For example, one child asks a member of staff to support them as

they climb over the small climbing frame.

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

The inspection was brought forward following a concern raised with Ofsted regarding staff's management of children's behaviour. Although, there was no further action taken in relation to the concern, Ofsted raised notices to improve in relation to the information available to confirm staff suitability and staffing arrangements to ensure the needs of all children are met and their safety is assured. The manager now ensures the required information is available to provide evidence of staff suitability and she has implemented an action plan developed from meetings with her playroom leaders to ensure staffing arrangements effectively support children. These include staff working more closely together, enhanced risk assessments and all staff being clear about why and when it is suitable to leave the playroom. Overall, the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are suitably understood by the management team. However, a lack of close monitoring of the staff team and the routines of the day for the younger children has led to a further breach of a legal requirement. There is a suitable safeguarding policy in place and appropriate arrangements to ensure staff receive safeguarding training and have a secure knowledge and understanding of child protection procedures. As a result, staff know the steps they must take to safeguard children. Staff undertake risk assessments, which ensure suitable steps are taken to keep children safe and secure. An ongoing training programme ensures sufficient staff hold current paediatric first aid certificates, which contributes to ensuring children receive appropriate care if they become ill or injured. Suitable recruitment and vetting procedures are in place and these include Disclosure and Barring Service checks. This ensures that all adults working in the nursery are assessed for their suitability to work with children. The manager has also sought the support of a dedicated recruitment company to ensure she selects the best quality people for the posts available, such as a new pre-school room leader.

The manager demonstrates a strong enthusiasm for the setting and a desire to make changes to develop the quality of the provision. She is currently completing her early years professional training to enable her to develop the quality of the nursery, the teaching of children and the performance of some of the staff team. However, these plans are not yet effective. Monitoring and mentoring of staff is not strong and as a result, there are inconsistencies in the quality of teaching and staff interaction with children, which impacts on the progress some children make. There is a process for self-evaluation and reflection and this practice is ongoing. However, this system is not sufficiently robust as there are weaknesses which have not been identified. The nursery has met the recommendations raised at the last full inspection, by supporting children to have more independence at mealtimes and providing more mark making resources in the outdoor play area, showing some capacity to improve.

Partnerships with parents are positive. For example, they are provided with ongoing information through discussion and daily diary sheets for very young children. Parents'

comments about the nursery are positive overall. For example, they describe staff as being very friendly and that they welcome their children and meet their individual needs. The nursery has links with the local schools, which supports children's transitions to the next stage in their learning. For example, teachers are welcome to visit the nursery to meet children before they move into their care and summaries of children's development are shared. There are developing links with other professionals, for example, speech and language therapists, enabling staff to offer further support to 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

<b>Unique reference number</b>	302025
<b>Local authority</b>	Bradford
<b>Inspection number</b>	961937
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	66
<b>Number of children on roll</b>	106
<b>Name of provider</b>	Catherine Jane Bryan
<b>Date of previous inspection</b>	21/03/2013
<b>Telephone number</b>	01274 614291

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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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