

Cybertots On The Green

2a Drayton Green, West Ealing, London, W13 0JF

Inspection date

31/07/2014

Previous inspection date

13/02/2013

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children learn and develop in an inspirational environment where they take part in activities that are fun and challenging. As a result, children make excellent progress in their learning and development.
- Assessment arrangements are rigorous and staff monitor children's progress exceptionally well from their starting points.
- Staff are extremely supportive and welcoming. The key person system is very well established, so that all children feel exceptionally secure in the nursery.
- Partnerships with parents are exemplary. The setting fully values the role of parents and provides numerous opportunities for parents to be involved with their child's learning and development.
- The passionate and dedicated leadership and management team demonstrate an exemplary knowledge and understanding of the requirements of the Early Years Foundation Stage.

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 three playrooms and the garden.
- The inspector had discussions with the manager throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector sampled children's information and development records.
- The inspector also took account of the views of parents and carers spoken to on the day.
- The inspector and manager undertook a joint observation in the pre-school room.

Inspector

Jennifer Devine

Full report

Information about the setting

Cybertots on the Green registered in 2004 and is one of four nurseries run by Cybertots Limited. The nursery operates from a purpose-built building in Drayton Green, in the London Borough of Ealing. Children have access to three play rooms and there is a garden for outdoor play. It is open each weekday from 8 am to 6 pm for 50 weeks of the year. There are currently 71 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 29 staff, of whom 28 hold appropriate early years qualifications. Two staff have Qualified Teacher Status and the manager holds a degree in early years. The nursery is registered on the Early Years Register, and compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- deepen children's knowledge of the world and how to support a sustainable environment by providing opportunities for children to become involved in recycling.

Inspection judgements

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

Children thrive in an extremely well-planned and organised environment, where they make excellent progress in all areas of learning. The highly motivated staff team know their children extremely well. As a result, they provide a wealth of rich and varied experiences, which stimulates children's curiosity and their enthusiasm for learning. Observation and assessment methods are well developed and clearly identify children's achievements and their next steps in learning. Children's individual progress is closely monitored to ensure all children meet expected levels of development. Key workers carefully plan, record and identify individual next steps for each child and follow this by making comprehensive observations to monitor their progress. In addition, the manager tracks children's development and analyses the progress to ensure there is an exceptional range of learning opportunities being planned across all areas of learning. In each room, there are key staff who have been trained in particular educational programmes and take responsibility for incorporating these activities into the nursery day.

Staff set up the play rooms and garden in the morning and ensure there is a broad range of interesting activities which promote all areas of learning. Children arrive and, after saying good bye to their parent or carer, explore the environment and settle down extremely well with their choice of play. They can also choose other activities, as many

resources are easily accessible, and this supports children's emerging independence. Inspirational and innovative teaching motivates children. Children in the pre-school room enjoy group times together where they take part in many activities to support their communication and language skills. Children enjoy a singing session, which is combined with a letters and sounds programme. They take turns to sing and act out a well-known story which is designed to emphasise particular letter sounds. The staff show passion in making this an enjoyable and fun learning time and their enthusiasm is reflected in the children's excitement.

The younger children also take part in short group sessions. Staff divide the toddlers into two groups and provide different learning experiences for this age. Children are introduced to the concept of floating and sinking and watch in amazement as the staff show them how some objects float and others sink. Afterwards they are given time to try this experiment themselves and so consolidate their learning. Even the youngest babies have some time where they sit together with the support of the staff and share a book or sing together. Staff in the baby room show a great awareness of sitting with the babies and provide lots of interaction to support their emerging communication. This room is well staffed and helps to ensure babies are given lots of individual attention. Staff are very caring and attentive to the younger children's needs. Babies and toddlers are encouraged to move around and investigate and staff are close by to offer reassurance and cuddles as needed. Staff are very aware of providing exciting experiences to develop young babies senses and early development. There is an excellent supply of natural materials such as baskets full of interesting objects for babies to explore and investigate.

All rooms make exceptional use of the outside learning environment and this is set up extremely well to mirror the indoors. The garden is exceptionally well-resourced and children can investigate and explore the natural environment as they play. There are fantastic opportunities to develop their counting skills as they hunt for the fallen apples and count how many they can find. Children take part in growing plants and vegetables, and learn about caring for the tomatoes and courgettes and harvesting them when they have grown. These crops are then used for the children's meals to support them in learning about how food is grown. However, there is less emphasis placed on children developing an understanding of sustainability within the nursery as staff do not actively teach children about recycling. For example, at lunchtime children know to scrape the left overs from their plates to help to tidy away, but the left-over food is put into the bin rather than using recycling methods.

Children who speak English as an additional language are supported well as a number of staff speak additional languages and they use key routine words to help children settle. There are very effective systems to support children with special educational needs and/or disabilities. The nursery is linked with a local children's centre and staff work in close collaboration with other professionals to support particular areas of development.

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

The key person system is embedded well into the staff practice and results in excellent relationships being established with parents from very early on. The nursery staff also take part in home visits prior to children starting and this offers extra support to deepen these partnerships. A buddy key worker system is also in place, which provides stability in the caring of children. Staff show a very secure understanding of how to positively respond to children's different behaviours. Staff use explanations and alternative suggestions to help children to understand why certain behaviour is unacceptable. They encourage children to take time to reflect on their actions, supporting them to relax and calm down. In addition, staff use positive language to promote good behaviour, reminding children to have 'kind hands' for example. Children learn about boundaries and how to share with their friends in a way that they understand. Consequently, children's behaviour is exceptional.

Children use all resources safely indoors and outdoors, showing an excellent regard for their welfare and that of their friends. Outdoor resources such as climbing frames with platforms and bridges, enable children to develop an understanding of risk through physical challenge combined with close supervision. This provides opportunities to develop an understanding of risk that is age-appropriate. Children in the pre-school room have been introduced to china plates and glass cups and this supports them in developing responsibility and an awareness of safety. This practice is also reflected in the home corner and enables children to feel grown up as they play together safely.

Children's specific health, dietary needs and allergies are recorded and understood by staff. Children learn about healthy lifestyles and follow very good hygiene practices as they take responsibility for washing their hands appropriately throughout the day. The nursery chef prepares a healthy and nutritious cooked meal. Children also take part in various cooking activities, often using the apples or pears from the trees in the garden to make pies. Mealtimes are very well managed, as staff sit with small groups of children. All children serve themselves and even the youngest children use cutlery successfully. Children tuck into their food and thoroughly enjoy what they eat. The younger children respond very well to the older children's example and all children develop excellent table manners. Mealtimes are calm and social occasions and this underpins all children's enjoyment of their food.

Children receive sensitive support from their key person when the time comes for them to move to a new room within the nursery. Children have a gradual settling-in time to get used to the new room and the routines. Much consideration is given to preparing children for the move to school. Staff produce detailed reports to share information with schools and they prepare children for the change ahead through a range of experiences. For example, they read stories and initiate role play about school, and they visit local schools. In addition, they have invited older children back to the nursery to share their experiences of starting school.

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

The registered provider and manager are intensely passionate about childcare and share a strong vision and high expectations. They demonstrate an exemplary knowledge and understanding of the requirements of the Early Years Foundation Stage. Arrangements for safeguarding children's well-being are highly effective. All documentation is complete. Clear and robust recruitment procedures are in place, which ensures all adults working with the children are suitably checked. Staff receive mandatory training in safeguarding and demonstrate excellent knowledge of the procedures to follow if they had any concerns about a child's welfare. Management implements a thorough induction programme, which provides excellent support for all staff and sets out the very high standards. Staff are well supported by thorough systems for supervision and annual appraisals to closely monitor their performance and identify training needs. Staff meetings are held regularly and staff input is welcomed and valued. Policies and procedures are always on the meeting agenda and this enables the staff team to regularly review and discuss issues so that they are confident with their knowledge. Staff are keen to continually up date their professional development, and this has a positive impact on the setting. Room leaders demonstrate strong leadership abilities and are effective role models to less experienced staff, ensuring that children's individual needs are met at all times. Managers highly value the staff team and involve them in every aspect of the continuous improvement of the setting.

Staff deployment is very effective to promote and drive excellent practice throughout the nursery. There are high staff-to-child ratios across the nursery. The attendance register is available for parents so that they can clearly see which staff are present and the hours they are working; this enables them to feel secure that their children are well supervised and safe. Managers recognised earlier on in the year that a number of staff left within a short space of time due to maternity leave. However, parents were kept well informed about this by ensuring newsletters were provided and the nursery website updated with the new staff. Staff are very much valued as part of the Cybertots family and informative staff boards provide parents with interesting information about staff, such as the languages they speak or their country of origin. Comprehensive risk assessments are in place and the staff ensure high levels of safety are maintained by conducting daily safety checks. Access to the premises is closely monitored and parents gain access via the intercom system. A senior member of staff opens the front gate for any unknown visitors and checks their identification. This thoroughly protects children.

There is a superb partnership with parents. They are extremely complimentary about the care and education their children receive. Parents say they feel warmly welcomed into the nursery and are positively encouraged to be actively involved in the children's learning. There is a variety of formal and informal opportunities for parents to receive information about their children's learning. These include written reports and regular meetings with key persons. Staff compile regular newsletters for each group room, to keep parents up-to-date with their children's experiences. Consequently, parents are exceptionally well informed about their children's development. Parents are encouraged to contribute to the evaluation of the nursery by completing regular feedback questionnaires.

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	EY281374
Local authority	Ealing
Inspection number	967944
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	71
Name of provider	Cybertots Limited
Date of previous inspection	13/02/2013
Telephone number	020 8997 3990

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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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