

Cloud 9 Day Nursery

Cloud Nine Nursery, Unit 5, Holborn Centre, High Holborn, DUDLEY, West Midlands, DY3 1SR

Inspection date	08/09/2014
Previous inspection date	16/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children are not suitably safeguarded because the provider does not follow the correct safeguarding procedures, particularly in relation to allegations being made against members of staff.
- Staff knowledge and understanding of safeguarding procedures is not embedded in their practice and the recruitment procedures for new staff are not robust, which puts children at risk of harm.
- The system for performance management of staff is weak. This means that staff practice is not effectively monitored and areas for improvement addressed.
- Children's physical development is not fully supported because activities for older children do not always provide enough challenge.

It has the following strengths

- Staff have a good understanding of how to promote the learning and development of young children. Therefore, the quality of teaching is good and children make good progress.
- Staff get to know children and their parents well, enabling them to form good relationships, so that children are effectively supported in their learning.

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 all indoor areas used by children and the outdoor play areas and carried out a joint observation with the manager.
- The inspector spoke to the provider, staff and children throughout the inspection and took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence and the suitability and qualifications of staff working with the children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.

Inspector

Julia Galloway

Full report

Information about the setting

Cloud 9 Day Nursery has been registered since 2006 and operates from premises sited in the village of Sedgley in Dudley. It is one of two nurseries run by the same private partnership. The whole of the premises is laid out on the ground floor with a small outdoor play area. The nursery is open Monday to Friday, for 50 weeks of the year, from 7.30am to 6pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 80 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities. The nursery employs 13 members of staff and of these eight hold appropriate early years qualifications at level 3 and three at level 2. There are two members of staff working towards a childcare qualification. The provider has a degree in Early Childhood Studies.

What the setting needs to do to improve further

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

- implement safeguarding policies and procedures correctly at all times, including taking the correct action in the event of an allegation being made against a member of staff
- improve staff's knowledge and understanding of safeguarding policies and procedures so that they all have a clear understanding of their roles and responsibilities in protecting children from harm
- implement effective systems to ensure that staff, and any other person who is likely to have regular contact with children, are suitable to do so. This must include rigorous recruitment procedures to confirm suitability to work with children, for example, by taking up suitable references
- monitor staff performance effectively and put in place support, coaching and mentoring so that all staff have the knowledge and skills to fulfil their roles successfully.

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

- fully support older children's physical development by providing more challenging opportunities to encourage them to be active. For example, to negotiate space, adjust speed and change direction when playing chasing games.

Inspection judgements

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

Generally, children make good progress towards the early learning goals. The environment is well laid out and children easily access a wide range of resources and toys. They readily make independent choices about what they would like to do and staff support learning by playing with children or facilitating their games. For example, when a small group of children in the baby room sit together having a role-play tea party, a member of staff encourages them by saying 'can you make me a cup of tea?' The children respond by doing so and show delight when the member of staff pretends to drink her tea. This sensitive interaction supports children's early listening and attention skills because children follow verbal requests while playing happily. Interactions between staff and children are positive at all times and children appear confident and sociable as a result.

Children's progress and achievements are closely monitored because the nursery uses assessment documents that identify attainment and highlight any gaps in progress. All children have individual learning journey files, which contain both short and detailed observations. Staff use this information to track children's progress and plan activities to further extend their learning. In addition to this, summative assessments are routinely completed, which identify children's next steps and provide parents with a written summary of their children's progress. The nursery uses a planning system that ensures children are provided with experiences that generally support all areas of learning. Older children regularly play in the small outdoor area and some children have access to a dance class. However, these activities do not provide them all with enough opportunities to support their increasing physical development, by providing them with ongoing challenges. For example, there is limited space to play chasing games, negotiate space, use large climbing equipment or be suitably physically active. Staff do not plan regular trips to larger play areas where children can run around to further extend their physical skills.

Teaching is generally good because staff interact with children to support their learning. Children in the pre-school room are well prepared in readiness for school because a specific programme is delivered that effectively helps children acquire skills in understanding letters and sounds. Highly successful sessions are delivered by staff, which children readily take part in. For example, they identify letters of the week and highlight that some letters, for example, vowels, are special. Children practise making letter sounds and staff support this by talking to them and showing them how to use their mouth to make specific noises for each letter sound. All children join in the activity because supporting staff sit with them encouraging them to take part. Furthermore, staff demonstrate that they understand how to support children with special educational needs and/or disabilities. They effectively monitor all children's progress and seek advice from specialist services as required, to ensure that all children get the help that they need.

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

Most children appear happy and settled at the nursery and attachments between children and staff are evident. The key-person system is well embedded and staff and parents identify who key persons are. As a result, information about children's individual care needs is discussed and shared with their key person, which ensures that children are provided with continuity of care. Children's routines, likes and preferences are shared at settling visits, which means that staff have relevant information to help children to settle when they start. Staff get to know children and their parents well, which enables them to form good relationships. Consequently, children are developing a sense of belonging in the nursery environment, which supports their emotional well-being. However, because staff's safeguarding practice on occasions is weak, these feelings of safety and security are somewhat misguided.

Children learn about a healthy lifestyle because they are provided with a balanced diet and staff promote healthy food choices. For example, they encourage children to eat fruit at snack time. Children have opportunities to grow fruit and vegetables and they identify what they have grown when looking at the various plants in planting boxes. Older children can access water bottles throughout the day and staff ensure that younger children can have drinks as required. All children have rests or sleeps, as required, and the effective arrangement of space and partitioning means that those children who are still awake do not disturb sleeping children. Staff are affectionate and caring towards children who appear calm and relaxed. Consequently, children's behaviour is good and they play well with each other. Staff encourage less confident children to play with their friends and transitions between rooms are well managed to ensure that children cope with this change. Communication between parents and staff about children's care needs are good. Parents report that staff take a lead role in supporting their children with toilet training. Consequently, children show increasing levels of independence depending on their age. Children are well prepared for the transition to school because staff encourage them to talk about visits and teachers are invited to come to the nursery. Staff also read stories about what will happen, which help the children to think about this important change.

Staff carry out routine safety checks to identify and remove any hazards. Risk assessments are completed, which includes arrangements for outing and trips. A high proportion of the staff team have attended the required training, which means that they can safely administer first-aid. All accidents are recorded and parents are asked to sign to say that they have been informed. Medication is handled appropriately and parents sign to give consent before and after any medication has been administered. This means that children's good health is assured. All children have regular access to an outdoor area, which means that they can play in the fresh air and explore a greater variety of experiences, which supports their all-round well-being and development.

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

Although the nursery have all required policies in regards to safeguarding children, the provider and management have not followed the correct procedures in working practice. When a concern has been raised with regards to children's well-being and safety, it has

not been fully addressed. The lead person with responsibility for safeguarding has not notified the appropriate agencies when an allegation has been made about a member of staff or maintained documents that clearly record this event. Equally the concern was not regarded as a safeguarding matter and given the appropriate attention. This is a breach in requirements. Furthermore, management cannot clearly recall any actions taken. This puts children at risk from harm. In addition to this, an effective system for the performance management of staff has not been established. As a result, staff practice is not routinely monitored and weaknesses addressed. This is because staff do not receive regular supervision that specifically targets any underperformance to ensure that they can fulfil their roles. The recruitment of staff is not robust enough to verify staffs' suitability to work with children. Although the required Disclosure and Barring Service checks have been carried out, suitable references and employment history is not routinely obtained to strengthen this process.

Staff are able to explain how they would monitor and report any concerns with regards to child protection. Many staff have attended training, which supports them in identifying the signs and symptoms of possible abuse. All staff attend regular and appropriate training that helps to strengthen their work with children. This has a positive impact on the nursery, particularly on the educational programmes that are provided to support children's learning and development. For example, the pre-school room provides a targeted range of activities to specifically support literacy and maths, helping to prepare children for school. Partnerships with local schools have been established and detailed assessments of children's skills are shared as required. A system to monitor all children's progress has been embedded across all rooms and the planning system takes into account the different ages and stages of development of the children. Likewise, it ensures that staff give consideration to providing activities across all areas of learning. Although older children's physical development is not fully supported at times, all children access a varied and stimulating educational programme.

The nursery works in partnership with outside agencies and receives support from the local authority to evaluate the quality of the provision provided. As a result, some areas for improvements have been identified through self-evaluation and appropriate action taken. For example, the management identified that children would benefit from having two large playrooms for the babies and toddlers, instead of a series of smaller rooms. Therefore, they made changes to the internal arrangements to provide two larger spaces, which are well resourced. This also means that children have fewer moves between rooms during their time at the nursery. This demonstrates a commitment by the provider and management to continually reflect on the quality of the facilities to best meet children's needs. However, methods of self-evaluation and monitoring have not effectively identified weaknesses in safeguarding practice, which has resulted in breaches of requirements that have a significant impact on children's safety.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY335837
Local authority	Dudley
Inspection number	862661
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	80
Name of provider	Loraine McHale and Fiona Woodall Partnership
Date of previous inspection	16/03/2010
Telephone number	01902 665099

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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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