

Cuddington Nursery & Out of School Club

Cuddington Primary School, Ash Road, Sandiway, NORTHWICH, Cheshire, CW8 2NY

Inspection date	11/12/2014
Previous inspection date	23/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Teaching is good. Practitioners skilfully guide children's learning as they play in the well-organised and inviting indoor and outdoor play areas. As a result, children make good progress.
- Practitioners establish everyday routines that keep children safe. They know what they must do if they are concerned about the welfare of children in their care.
- Monitoring of the educational programmes is effective. Managers use information from monitoring to set out targets for the continuous improvement of the provision.
- Partnerships with parents are strong. Practitioners take particular care to ensure that children settle in happily at the nursery. They gather information from parents, so that starting points for children's learning are established.

It is not yet outstanding because

- Practitioners do not always effectively integrate their targeted support for children with special educational needs and/or disabilities into exciting and engaging play and learning activities. Consequently, these children do not always learn actively and do not make the very best possible progress.

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 toured the indoor and outdoor play areas with the manager.
- The inspector observed activities indoors and outdoors.
- The inspector met with the manager and area manager.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of information and documents, including those used for assessment, planning and observation.
- The inspector checked evidence of the suitability and the qualifications of all practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Susan King

Full report

Information about the setting

Cuddington Nursery and Out of School Club is among a number of nurseries and out-of-school clubs managed by Network Nurseries. It was registered in 2001, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Cuddington Primary School, in Cuddington, Cheshire. The nursery and club serve the local area and are accessible to all children. There are enclosed areas available for outdoor play. The nursery and club employ five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and the manager holds Early Years Professional status. The nursery and club open from Monday to Friday term time only. Nursery sessions are from 9.05am until 3.05pm. The out-of-school club opens from 8am until 9am and from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery and club support children with special educational needs and/or disabilities. Network Nurseries is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- integrate targeted support for children with special educational needs and/or disabilities fully into the planned programme, so that children learn actively, through the widest possible range of activities and gaps in learning close more rapidly.

Inspection judgements

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

Teaching is good and so children make good progress. Practitioners understand how young children learn. This understanding is evident in the well-organised play areas and in the practitioners' skilful interactions with children. For example, in the outside play area, children set off on a journey in the play vehicles. Practitioners enquire about their destination and discover that children are going to the shops. Practitioners build on this information by wondering what will be bought, then by finding out whether money is required. Money is needed, and when children are prompted to suggest an amount, practitioners count the stated amount into children's hands. Several visits to the shop are needed and practitioners patiently repeat the game. They therefore prompt children's thinking and learning across the seven areas of learning and development. In addition, they add a sensory aspect to counting as they count the imaginary money, coin by coin, into children's hands. Children acquire the key skills they will need when they move to school. For example, they enjoy stories and books, because practitioners make them interesting and exciting. As a result, children want to read. They begin to write, because practitioners model writing and provide good opportunities for children to spontaneously

practise their own emerging writing skills.

Practitioners keep records of children's progress and learning in individual files. Parents provide information that leads to the establishing of starting points for children's learning. Observations are summarised regularly and children's progress is monitored to identify any concerns that may emerge. Parents are informed about children's progress and are supported to continue children's learning at home. Assessment is accurate and leads to a manageable number of next steps for each child's learning. Planning for learning generally reflects practitioners' good understanding of how children learn. However, where children have special educational needs and/or disabilities, the planning for learning is sometimes less effective. For example, children who have specific targets for learning, withdraw from self-initiated play and learning to complete an adult-directed activity. Children, therefore, have fewer opportunities to learn actively. Consequently they do not make the very best progress in order to ensure that gaps in learning always close rapidly.

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

There is a well-established key-person system and relationships between practitioners, children and parents are good. Practitioners work in close partnership with parents to ensure that new children settle in well. For example, visits with parents are extended if children are not ready to be left at nursery by themselves. Consequently, children's emotional well-being is securely established and they arrive at nursery happy and ready to play and learn. Behaviour is good. Practitioners are calm and cheerful role models. They establish rules and routines that enable children to regulate their own behaviour. For example, children know that only two of them at a time are allowed to play in the role-play area. They know that this rule stops the space getting too crowded for them to play properly and safely.

Resources are well chosen and of high quality. Furthermore, the organisation of resources and space to support children's thinking and learning, is a strength in this nursery. For example, when children enter the role-play area they discover dolls that are dressed, sitting up and ready for the day. At the sink they find washing-up liquid, a brush and a tea towel. There is also a further selection of props available so that children can take on roles, such as a shop assistant or shopper. As a result of this attention to detail, children become deeply involved in high-quality role play and extend their ideas and thinking. Children learn to make healthy choices in their diet. This is because the food and drink provided is suitable and practitioners teach children to take sufficient, but not too much, food at snack time. Established routines and organisation ensure that children become independent and confident. They develop high self-esteem and are, therefore, emotionally ready to start school. Children have good opportunities to take exercise at nursery. For example, they visit the school hall twice each week for adult-led movement sessions. They have daily opportunities to run about freely in the outdoor play space.

Children learn to keep themselves safe because practitioners teach rules and routines consistently. For example, children know that scissors must only be used at the table. When children attend the out-of-school club, information is exchanged with school staff

and is also communicated to parents. This ensures that children's well-being and safety are well promoted.

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

Leadership and management are good. The small team of practitioners work together well as they motivate children to have fun and to make progress in their learning. Practitioners understand and implement the safeguarding and welfare requirements well. They know what they must do if they have concerns about the welfare of children in their care. This is because managers give suitable priority to ensuring that practitioners' knowledge of child protection is regularly refreshed. Recruitment practice is safe. All new employees undergo a Disclosure and Barring Service check. They must complete a period of probation successfully before being confirmed in post.

Monitoring of children's progress and of the educational programmes is good. This ensures that assessment of individual children's achievements is accurate. In addition, the management team collate information about the progress of the whole group of children. They use the information to ensure that all children make good progress. For example, if the progress of one group of children is consistently slower than that of another, managers consider whether there are weaknesses in the programme and take prompt action to address them. The manager works alongside practitioners and so provides guidance that leads to continuous improvement in the quality of teaching. In addition, there are well-developed systems for the appraisal and supervision of the practitioners and the nursery manager. As a result, the training needs of individual practitioners are identified and planned for, in order to improve the quality of what is offered to children. The impact of training is visible in the nursery. For example, when the nursery made preparations to enrol two-year-old children, the manager identified and attended relevant training. As a consequence, the learning environment was reorganised to fully promote children's thinking and independence, and to successfully meet the learning and development needs of two-year-old children. Managers continually evaluate and improve the nursery and out-of-school club provision.

Partnerships with parents are strong. Parents comment that they are well informed about children's progress. Parents are consulted about the nursery and out-of-school provision. For example, they complete questionnaires to share their views. There is close partnership with the school. Children frequently use the school hall for movement sessions and children who stay for lunch eat alongside children from Key Stage 1. Practitioners in the nursery and school liaise to ensure that children transfer smoothly when they start school. This ensures continuity in their learning. Practitioners in the nursery are aware of the benefits to children of partnership or multiagency working when children or families have additional needs.

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	305035
Local authority	Cheshire West and Chester
Inspection number	867564
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	102
Name of provider	Network Nurseries Limited
Date of previous inspection	23/03/2009
Telephone number	07745865011

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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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