

Cloud 9 Day Nursery

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



Inspection date	20 February 2015
Previous inspection date	8 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children in the pre-school are expertly helped to be very skilled learners. They confidently apply their knowledge of letters and sounds when they build simple words and practise emergent writing. Children adeptly recognise and use numbers for counting, comparing and problem solving.
- Babies and children are happy, settled and nurtured by the attentive managers and staff. They create a most inviting, welcoming environment for children and calmly and professionally work together. This ensures all children have fun and are well-cared for.
- The provider, manager and staff are now confident and knowledgeable about how to safeguard children. They have comprehensive safeguarding procedures to refer to and know what action to take if they have concerns about a child's welfare.
- Strong partnerships with parents and carers ensure staff soon get to know and settle children and fully understand their needs. Parents and carers really appreciate the staff's warm welcome and sensitive, practical advice and support. This is with regard to different aspects of their children's care, learning and development.

It is not yet outstanding because:

- Children aged between two and three years are sometimes distracted by interruptions during some large group story times.
- The provider's efforts to liaise with local schools about children's learning and development are not always successful.

What the setting needs to do to improve further

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

- improve the organisation and management of story times for children aged between two and three years to ensure stories are relevant and interesting and so that children are well supported to listen when needed and encouraged to join in as appropriate
- develop alternative approaches for exchanging information with schools about children's progress and for planning together ways to better support children's smooth transitions into full-time education.

Inspection activities

- The inspector observed activities in three play areas and the outside play area, and carried out a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times and held meetings with the provider and the manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector discussed the provider's self-evaluation form and improvement plan.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. She also looked at a range of other documentation, including policies and procedures.

Inspector

Rachel Wyatt

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. Well-qualified staff skilfully plan for children's abilities and interests identified from their observations, assessments and discussions with parents. Children relish the rich, varied activities and resources, which usually capture their attention and imagination and support their overall good progress. Staff interact well with children and adeptly foster the skills children need for their future learning. Babies and children are usually keen to join in, confidently explore and imaginatively express themselves. By the time children go to school they are very confident, articulate and resourceful. Children relish books and stories. Pre-school staff innovatively promote older children's spontaneous story-telling and imaginative enactment of favourite stories. However, story times for younger children sometimes less well managed. Some stories are overlong so children lose interest. Children are also distracted when other children join or leave the activity while staff attend to their personal care needs.

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

Babies and children are well cared. Parents' views about their children's routines and care, health and dietary needs are valued and followed up. Staff encourage parents to spend time settling their children when they start. This means the whole family gets to know the staff, nursery routines and surroundings. Staff conscientiously ensure children are looked after in safe, comfortable and welcoming surroundings. Babies and children grow in confidence, relishing the child-friendly rooms and responding to the staff's calm reassurance. Staff adeptly foster children's positive relationships and good behaviour. They also help children develop their understanding of how to promote their own good health and safety. Recently, staff have skilfully involved children in appropriate activities and discussions, focussing on their rights to privacy and other aspects of personal safety.

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

Since the last inspection the provider and manager have coordinated a concerted, well-targeted drive for improvement. Recruitment and staff development procedures are more robust. References are sought and recorded for new staff and apprentices. The provider holds regular supervision meetings to discuss staff's work and future professional development. These help to ensure staff are confident about their duties and that the quality of teaching is good. The provider and staff have completed recent child protection training and regularly discuss safeguarding procedures. They are knowledgeable and well-prepared for managing concerns about children's welfare. Parents and carers highlight how much their children enjoy being at nursery. They feel fully informed about all aspects of their children's care, activities and achievements. The nursery's effective relationships with other agencies ensure prompt assessment and tailored support for children with special educational needs and/or disabilities. The provider's attempts to engage with local schools have not been successful. This means some information is not shared to effectively support children's progress and transitions into full-time education.

Setting details

Unique reference number	EY335837
Local authority	Dudley
Inspection number	990869
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	84
Name of provider	Loraine McHale and Fiona Woodall Partnership
Date of previous inspection	8 September 2014
Telephone number	01902 665099

Cloud 9 Day Nursery was registered in 2006. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications to at least level 3, including the provider who has a BA Hons Degree in Childhood and Families. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

