

Cuddles Day Nursery

404 Mansfield Road, Mapperley Park, Nottingham, Nottinghamshire, NG5 2EJ



Inspection date

19 January 2016

Previous inspection date

8 October 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders and managers do not robustly monitor the quality of teaching. Not all staff effectively support children to make good progress.
- The self-evaluation process is not robust. Areas identified for improvement are not addressed in a timely manner to drive up standards.
- Risk assessments do not identify all aspects of the outside environment that need to be checked. Therefore, some risks have not been removed or minimised.

It has the following strengths

- The key-person system is well established and supports the very good partnerships that exist with parents. Children form secure relationships with staff and parents speak positively about the shared approach to learning which they continue at home.
- Children develop good routines and independence skills in preparation for school. They are encouraged to use their own ideas and build on their interests during play.
- Staff role model vocabulary for children who speak English as an additional language. They build on their interests well and ensure they introduce words in both languages to effectively develop their communication skills.

What the setting needs to do to improve further

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

	Due Date
■ take all reasonable steps to ensure staff and children are not exposed to risks, with particular regard to the outdoor surfaces	01/02/2016
■ improve the quality of teaching, ensuring all staff deliver challenging and enjoyable experiences for each child in all of the areas of learning and development, so that the children are consistently supported to make good progress.	25/03/2016

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

- strengthen the self-evaluation process, so that strengths and weaknesses are promptly identified and addressed in a timely way.

Inspection activities

- The inspector looked at the children's assessment records and the planning documentation.
- The inspector completed a joint observation with the nursery manager.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.
- The inspector held a meeting with the nursery manager who is also the owner. He looked at relevant documentation, such as the nursery's self-evaluation and evidence of suitability of staff working in the setting.

Inspector

Peter Towner

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager is well qualified and understands the requirements of the Early Years Foundation Stage. She is working closely with the local authority to bring about improvements and has made positive progress in the majority of areas identified for development at the last inspection. For example, more opportunities have been provided for children to develop independent, purposeful explorative play during both indoor and outdoor learning. Staff have regular supervision sessions but these do not always lead to consistently good teaching. Safeguarding is effective. Recruitment checks ensure that staff are suitable to work with children to meet their learning and welfare needs. Staff understand how to keep children safe from harm. However, there are areas of the outside play surface which pose a tripping risk to children. The manager undertakes self-evaluation and demonstrates a good capacity to drive up standards. However, key areas for improvement are not always identified and addressed as swiftly as possible.

Quality of teaching, learning and assessment requires improvement

All staff are appropriately qualified. However, the quality of teaching and learning is variable. Staff have generally improved the way they plan activities but some of them are not as skilled in supporting children as they play. For example, some staff miss opportunities to help children to fully explore their ideas and expand their thinking and reasoning skills. They do not look for ways to engage meaningfully with children and some perform a supervisory role only. Consequently, progress is not as swift as it could be as children are not consistently challenged to meet their next steps in learning. Children in the pre-school now have a more targeted focus on learning to promote their readiness for school. Their language and mathematical development is effectively promoted and they demonstrate high levels of confidence in their abilities. Staff working with the toddlers and babies make regular assessments of progress. If children are not making expected progress, they promptly provide them with the support they need.

Personal development, behaviour and welfare require improvement

Children are happy, content and keen to learn. They settle quickly with the support of staff. All children behave well because staff set clear boundaries. Children understand what is expected of them and most learn to manage their own behaviour. Children regularly get fresh air during daily outdoor play. However, staff have failed to realise that some surfaces pose a risk to children. Children eat healthy nutritious meals at break and lunchtimes. Milk and water are available for children to access independently. Children develop confidence and self-help skills as they pour their own drinks, serve themselves food and put on their coats for outdoor activities. Staff provide positive opportunities for children to learn about people, families and communities beyond their own experience.

Outcomes for children require improvement

While most children are within the expected levels of development for their age, not all of them make good enough progress from their starting points.

Setting details

Unique reference number	EY312028
Local authority	Nottingham City
Inspection number	1028552
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	50
Number of children on roll	42
Name of provider	Victoria Jane Ball
Date of previous inspection	8 October 2013
Telephone number	0115 8470259

Cuddles Day Nursery was registered in 2005. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, including one with a relevant level 5 qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children with English as an additional language.

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