

# Cuddles Day Nursery

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



## Inspection date

21 September 2016

Previous inspection date

19 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Self-evaluation is effective. Staff have worked extremely hard to address the actions and recommendations raised at the last inspection. Furthermore, they have successfully enhanced many other aspects of their practice, which has had a positive impact on learning outcomes for children.
- Overall, staff have built good partnerships with parents. They speak very highly of the staff team and the care and learning opportunities provided. Parents are kept well informed about their child's progress and achievements.
- Children develop close attachments with their chosen key person. They are provided with a supportive settling-in period, which enables children to feel happy and safe in the staff's care.
- Staff promote children's positive behaviour. They act as good role models and routinely use praise and encouragement. Children play well together. They respect and value the views of others.
- Children are provided with a warm, welcoming and stimulating learning environment in which they are happy and motivated to learn.
- Staff routinely observe and assess children's play and learning. This helps them to plan for children's next steps and to effectively support their individual learning.

### It is not yet outstanding because:

- Staff do not explore ways to further develop their partnerships with other settings that children attend to share a wider range of information about children's learning.
- Staff do not always obtain enough information about children's developmental starting points to help to plan their learning fully from the outset.

## What the setting needs to do to improve further

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

- develop partnerships with other settings children attend to share a wide range of information and support their learning further
- gain more-detailed information from parents to help identify children's developmental starting points, to inform the planning of activities and experiences from the outset.

### Inspection activities

- The inspector toured the premises and checked risk assessment procedures.
- The inspector viewed the toys, resources and equipment available for children's use.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector talked with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views. She also viewed written feedback from parents.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff demonstrate they have a very good understanding of policies for child protection. They know any steps they need to take to keep children safe while in their care. Staff are supported well through effective induction and supervision arrangements. This helps them to identify any training needs to further improve the effectiveness of their teaching. There are clear recruitment procedures to check staff's suitability to work with children. Staff work well as a team to meet children's individual needs. The manager has started to check the progress made by different groups of children attending the nursery. There are good systems in place to identify any emerging gaps in children's progress so that actions can be quickly targeted to narrow these. Additional funding is used effectively to meet the individual needs of children.

### Quality of teaching, learning and assessment is good

Children are making good progress including children who speak English as an additional language. Staff support children's communication and language skills well, especially those who speak English as an additional language. They engage children in interesting conversations. Staff speak clearly, use signing, visual aids and make eye contact as they talk with children. Young children enjoy looking at books and eagerly join in and sing action songs. Staff use daily activities throughout the nursery to promote and develop children's mathematical skills. For example, children learn about shapes, numbers and colours when they engage in a creative activity and design their own shapes. They have fun sticking different materials to together to make their shapes. Children are proud of their achievements and staff acknowledge this. Resources are readily accessible, which means that children can decide what to play with and find these independently.

### Personal development, behaviour and welfare are good

Children are happy, secure and show high levels of confidence and self-assurance. Daily opportunities are provided for children to be physically active and enjoy a wide variety of activities in the outdoor area of the nursery. For example, children enjoy balancing on beams and crawling through tunnels. Staff help children to learn about safety as they play. They encourage them to recognise and remove risks and hazards, such as any spillages on the floor. Children enjoy learning about and practising road safety during outings. Healthy lifestyles are fostered well. Children enjoy a wide range of healthy snacks and practise good oral hygiene when they brush their teeth after meals. They learn good table manners and practical skills, for example, as they serve their own food and drinks.

### Outcomes for children are good

All children make good progress. They learn skills that help them prepare well for the next stage in their learning and starting school. Children are confident in making choices and communicating their needs. They start to recognise familiar words, such as their name. Children practise their early writing skills in various situations. Pre-school children demonstrate they are well prepared for their move to school. They follow instruction, enjoy contributing their ideas and maintain concentration during activities.

## Setting details

<b>Unique reference number</b>	EY312028
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1037358
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Victoria Jane Ball
<b>Registered person unique reference number</b>	RP512495
<b>Date of previous inspection</b>	19 January 2016
<b>Telephone number</b>	0115 9607217

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 qualification at level 5. 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 nursery supports children who speak English as an additional language.

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](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

