

Cute Companions Private Day Nursery

542 Leeds Road, Idle, Bradford, West Yorkshire, BD10 8JH



Inspection date

6 April 2017

Previous inspection date

2 February 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Children's safety is compromised because first-aid requirements are not always met.
- The provider does not consistently keep a record of staff's qualifications.
- Staff do not assess children's progress accurately enough. This means they do not have a clear picture of each child's stage of development and gaps in learning, in order to precisely inform future planning. This also has an impact on the accuracy of information that staff share with parents.
- Staff do not establish effective links with other providers.
- Staff do not always consider the organisation and presentation of space and resources, to optimise babies' and older toddlers' learning.
- Evaluation of the practice is not rigorous.

It has the following strengths

- Children eagerly play and explore in the exciting and motivating outdoor area.
- Children are very sociable and behave well.
- Staff promote effective care routines. This helps to foster children's emotional well-being and early self-care skills.
- Effective systems are used to stringently monitor each room and all access to the nursery.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that there is always at least one person who has a current paediatric first-aid certificate on the premises at all times and available at all times when children are present 	20/04/2017
<ul style="list-style-type: none"> ■ keep a record of all staff members' qualifications 	20/04/2017
<ul style="list-style-type: none"> ■ ensure that assessments of children's learning are robust; use this information effectively to help them make good progress and identify any gaps or areas where they are working below expected levels of development and accurately inform and involve parents 	04/05/2017
<ul style="list-style-type: none"> ■ establish a regular two-way flow of information with other settings children attend. 	20/04/2017

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

- improve non-mobile babies' independent play and increase older toddlers' engagement
- develop the systems for evaluating all aspects of practice, to identify key weaknesses and areas for development that will have the most significant impact on the quality of the provision.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider does not provide strong enough leadership or sufficiently monitor and identify weaknesses in practice. The arrangements for safeguarding are not effective because first-aid requirements are not met. Staff have an adequate knowledge of child protection issues. There are stringent security arrangements and staff suitably minimise hazards. The provider explains that all staff, except one, have childcare qualifications. However, she is unable to consistently evidence this. This means she is unable to confirm that qualification requirements are met in some rooms, including for room leaders and the deputy manager. Staff have regular supervision meetings to review some aspects of their practice and they are encouraged to attend further training.

Quality of teaching, learning and assessment requires improvement

Children make some progress in their learning but this is not yet good. Staff do not always check what children know and can do closely enough, in order to plan what they need to learn next precisely. Furthermore, staff do not support children's learning in partnership with other nurseries that children attend. Non-mobile babies are not given a broad enough range of resources to explore and investigate independently. Older toddlers sometimes lose focus because the room is over stimulating and not always calm and orderly. Peer observations continue to be embedded, helping to raise the quality of staff's teaching. Staff support babies' and children's early speech and language. This includes children who speak English as an additional language.

Personal development, behaviour and welfare are inadequate

Children's welfare is not assured. Although there are a small number of staff who are first-aid trained, they are not adequately deployed. On regular occasions staff without a first-aid qualification cover at the end of the nursery day. Although this is only for a short period, this puts children at risk. Staff gather important information from parents to meet children's individual needs on entry. Staff lovingly carry out babies' home routines, helping to foster their sense of security. Children enjoy freshly prepared home-made meals and have ample fresh air and exercise, contributing to their physical well-being.

Outcomes for children require improvement

Children do not yet make good progress because of the weaknesses in the assessment arrangements and partnership working with other settings. Nonetheless, they enjoy their time at nursery and are developing some skills that prepare them for moving on to school. They are able to listen to instructions, play collaboratively and are kind and helpful. Children develop early mathematical and literacy skills and an appreciation of difference during many activities.

Setting details

Unique reference number	302025
Local authority	Bradford
Inspection number	1090542
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	60
Number of children on roll	79
Name of registered person	Cute Companions Limited
Registered person unique reference number	RP535135
Date of previous inspection	2 February 2015
Telephone number	01274 614291

Cute Companions Private Day Nursery was registered in 1997. The nursery employs 17 members of childcare staff, 16 of whom hold appropriate early years qualifications. 15 members of staff are qualified to level 3 and the provider, who is also the nursery manager, holds early years teacher status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for children aged two, three and four years and 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.

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