

# Cloud 9 @ St Bernadettes



Staffordshire County Council, St. Bernadettes RC Primary School, Lindale Drive, Wombourne, Wolverhampton WV5 8DZ

<b>Inspection date</b>	10 October 2018
Previous inspection date	24 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The management team lead a dedicated staff team that works to improve outcomes for children. Staff morale is high.
- Children make good progress in their learning and development in relation to their starting points. They acquire the knowledge and skills they need to succeed in their future learning, including their eventual move on to school.
- Staff form secure and trusting bonds with children and their families from the outset. Children, including those who are new to the nursery settle quickly and demonstrate that they feel emotionally secure in their surroundings.
- Children show care and consideration towards each other's feelings. They learn how to be kind to one another and share resources. Staff are calm and consistent in their approach, and help children to understand the expectations of the nursery.
- Staff are qualified and display consistently good teaching. They attend paediatric first-aid training and are deployed well around the nursery to deal with an emergency, if necessary. Parents are informed of children's accidents as soon as possible.

### It is not yet outstanding because:

- Staff miss opportunities to gather in-depth information from parents about children's development when they start or consistently encourage them to share children's achievements to enhance their learning even further.
- Staff do not consistently implement good hand washing practises with children.

## What the setting needs to do to improve further

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

- gather detailed information from parents more consistently about children's prior and ongoing achievements to enhance their learning even further
- ensure staff consistently implement good hand washing practises throughout the day.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager and one of the providers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

**Inspector**  
Julie Preston

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff know how to identify when a child may be at risk of harm and what action to take. Recent training means that staff also understand how to identify and respond to children who may be at risk from extreme views or behaviour. Recruitment and ongoing staff suitability checks help to ensure that staff remain suitable to work with children. Parents speak highly of the nursery and remark on the positive development of children's speech and language. The management team regularly seeks the views of children, parents and staff to set priorities for improvement. Staff are encouraged to attend courses to maintain their professional development. The management and staff teams closely monitor the progress made by individual and groups of children, acting quickly to address any gaps in their learning. Funding is used effectively to maximise individual potential and raise outcomes for all children.

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

Staff have a good understanding of how children learn and develop through play. They interact sensitively with children and offer a good mix of adult-led activities and child-initiated play suited to children's needs and interests. Staff interact skilfully with children as they play alongside them. For example, staff support children to play imaginatively in the role-play area. Children of all ages have good opportunities to make their own choices, are motivated and enjoy their learning. Staff help younger children explore the textures and feel of water and ice, adapting play to meet individual needs. Children attending the after-school club have opportunities to socialise with their friends, as well as engaging in stimulating activities that support their formal learning.

### Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment for children. They are sensitive and caring and help to support children's physical and emotional well-being. Children develop secure bonds with their key person and the small staff team. They behave well and learn good social skills. Children independently select high-quality resources, make choices about what they do and where they want to play. Children are encouraged to adopt a healthy lifestyle. They have daily opportunities to be active and eat a well-balanced diet. Staff provide opportunities for children to develop independence and good self-care skills. For example, they support younger children who are working towards putting their coats on themselves. Staff create a positive and inclusive environment where all children flourish.

### Outcomes for children are good

All children, including those for whom the setting receives additional funding make good progress in relation to their starting points. Children of all ages are eager to explore their environment and develop their own ideas. They like doing things themselves and sharing their ideas with others. Children develop skills that help them progress to the next stages in their learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY338999
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10071271
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Mrs Loraine McHale and Mrs Fiona Woodall Partnership
<b>Registered person unique reference number</b>	RP526300
<b>Date of previous inspection</b>	24 February 2015
<b>Telephone number</b>	07838 342 213

Cloud 9 @ St Bernadettes registered in 2007. The nursery and after-school club employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one member of staff who holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8.30am until 5.20pm. 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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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

