

Cuddles and Care Day Nursery

177 Leigh Road, Eastleigh, Hampshire SO50 9DW



Inspection date	17 April 2019
Previous inspection date	13 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- The leadership team continues to raise the quality of the provision through accurate self-evaluation and targeted improvements. It has made significant improvements to the outdoor play areas. Children enjoy developing their physical strength and coordination. They experiment imaginatively with many different materials, including sand, water, mud and musical instruments.
- Staff work very effectively with parents to provide children with high levels of consistency in care. Parents commend the managers for the depth of their emotional support and practical help during times of change. Children settle into the nursery very quickly and develop secure, trusting relationships with key staff. They are curious to explore and confident to develop new friendships.
- Children are well prepared for their move from the baby rooms to the pre-school rooms. They are confident to mix with other staff and the older children.
- Staff accurately identify the next steps in children's learning, such as developing their vocabulary. However, they do not target them precisely or consistently enough to help babies and toddlers make the best possible progress. For example, toddlers are excited by wonderfully challenging activity walls and mobiles, but they have limited understanding of action words such as 'slide', 'open', 'turn', 'catch' or 'blow'.
- Staff challenge children effectively through large-scale activities indoors, such as using cardboard blocks to make castles. However, they often do not build on their success to target weaker skills, such as boys' use of small tools and girls' interest in solving technical problems.

What the setting needs to do to improve further

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

- target the younger children's next steps in learning more consistently and precisely to help accelerate their understanding of language and learning
- inspire the older children to plan how to do things, solve problems and use smaller tools, for example, as they design and create projects of increasing complexity.

Inspection activities

- The inspector talked to parents and carers at the beginning of the session to gather their views on the nursery and their children's progress.
- The inspector observed the quality of teaching and the impact this has on children's learning and development, inside and outside.
- The inspector listened to and talked with children as they played, and reviewed how well staff monitor and extend children's achievements.
- The inspector sampled policies and spoke to staff to gauge their understanding of safeguarding arrangements and how they promote children's welfare.
- The inspector undertook a joint observation with the manager and asked how staff training improved outcomes for children.
- The inspector looked at a range of documentation, including information on staff recruitment, suitability checks and training, and discussed plans for further improvement with the leadership team.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The managers invest in comprehensive programmes of staff training in safeguarding and welfare. They check that staff know how to respond appropriately to any child protection concerns on site or as they take children on outings. Safeguarding is effective. The managers diligently investigate concerns raised by staff or parents, including any unexplained marks on a child. They promptly seek specialist guidance as required and make adjustments to their policies, procedures and daily practices to improve children's welfare. For instance, they share guidance on using dummies and dummy clips with parents. The managers develop open and professional partnerships with other early years providers. They use these good partnerships to help settle children into the nursery and to support them as they move to school or new areas.

Quality of teaching, learning and assessment is good

The highly qualified and experienced managers continue to raise the quality of staff practice through coaching, appraisals and targeted training. New initiatives, including 'in the moment planning' and more coordinated teamwork in the pre-school room, enhance children's play and learning. This is evident in the managers' monitoring of staff practice and improved outcomes for children. Staff share their thorough assessments of children's progress across all areas of their learning and development with parents. They work together to follow through children's current interests along with guidance from other professionals, such as speech and language therapists. Children with special educational needs and/or disabilities receive the novel and suitable toys recommended that help them to explore different textures and strengthen their muscles.

Personal development, behaviour and welfare are good

Staff know the children very well. They establish close relationships which help them to support children's personal, social and emotional well-being. Children gain the confidence to talk with children of different ages. For instance, they chat to each other as they learn to plant flowers, develop stories together and manage supervised risks on the climbing frame. Staff consistently promote positive behaviour and children are generally very kind to each other. For example, they help each other tidy toys away in preparation for lunch. The on-site cook keeps parents well informed about the menus and how she adapts them to meet children's individual requirements. For example, she uses Halal meats or suitable alternatives. Children enjoy a nutritionally balanced and diverse range of food adapted to respect any cultural preferences or allergies.

Outcomes for children are good

Children make good progress in their learning. Babies are motivated to learn to crawl to reach attractive toys and different areas in their rooms. Toddlers explore new sensory activities and gain confidence in handling different materials, such as shaving foam and paint. Pre-school children develop skills to help prepare them for school. For instance, they experiment with balancing and sorting numbered balls which they catch in adapted fishing nets. They use small whiteboards in their mud kitchen to practise forming letters and as they plan what they pretend to cook. Children enjoy meeting up with older friends at the holiday clubs. This helps to prepare them well for school.

Setting details

Unique reference number	EY320160
Local authority	Hampshire
Inspection number	10073622
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	33
Number of children on roll	47
Name of registered person	Jayne Sergeant & Gail Rolfe Partnership
Registered person unique reference number	RP911080
Date of previous inspection	13 April 2016
Telephone number	02380 394031

Cuddles and Care Day Nursery is privately owned. It registered in 2006 and operates near the centre of Eastleigh. It is open each weekday from 7.30am to 6pm all year round. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. All of the 11 staff who work directly with the children hold appropriate early years qualifications at level 2 or 3. The owner holds early years professional status and one of the managers holds a foundation degree in leadership and management. The nursery also employs a cook and a university student.

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