

Inspection of Cuddles Pre-School

Community Centre, Swaledale Road, DARTFORD DA2 6JZ

Inspection date: 8 February 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy to attend the pre-school. They leave their parents at the door and come in happily, demonstrating that they feel safe and secure. All children, including children with special educational needs and/or disabilities (SEND), make good progress from their starting points. Children focus well during activities and develop a positive attitude towards learning. They do not give up even when challenges arise. For instance, when participating in a tasting activity, children are willing to try different flavours even if they are unsure.

Children's speech and language development is well supported. They learn and repeat new words throughout the session. For example, children repeat words such as 'fluffy' to describe how shaving foam feels as they enjoy exploring its texture with their fingers. Children are confident communicators. They voice their needs and interests. Children are encouraged to share their ideas and talk about what they are doing. For example, they describe the insects they can see when using a microscope.

Children feel comfortable approaching adults for support with self-care. For example, following a messy play activity, children confidently ask an adult to help them wash their hands in the bathroom.

What does the early years setting do well and what does it need to do better?

- Management and staff have high expectations for the children in their care. They find out about children's interests and carry out regular assessments of their development to help plan engaging activities. For example, while looking at insects through a microscope, children are encouraged to find the similarities and differences between a spider and a dragonfly. Children excitedly discuss the wings they see on the dragonfly.
- Staff communicate well with children. They introduce new words into their conversations with children. For example, when children are saying that spiders make webs, staff comment, 'Yes, spiders spin webs.' Children are encouraged to speak up about their experiences and what they are doing. However, at times, staff do not support opportunities that arise during daily routines to challenge or extend children's learning. For instance, staff do not consistently extend on conversations led by children during snack time. This does not fully support children's development of language and communication skills.
- Management and staff support children's independence and resilience. Children are encouraged to take age-appropriate risks. For example, they enjoy using a climbing wall and climbing frame. Children are praised for their efforts and are encouraged to keep trying. Staff support younger children as they learn to climb up the steps of the ladder by holding their hands. They help children develop

their independence during daily routines, for instance encouraging children to go to the toilet by themselves, washing their hands, and pouring their own drinks.

- Children with SEND are well supported. Staff work closely with parents, external services and professionals to help provide for children's individual needs. They plan targeted support to help children make progress in their learning. For example, staff follow suggestions from outside professionals to help support children's physical development.
- Partnerships with parents are good. The management and staff keep them informed about the day-to-day activities of the pre-school and their children's learning. For example, staff kept in touch with parents and children during the COVID-19 pandemic national lockdowns. Parents comment on how happy their children are to attend the setting. They value the care that their children receive. However, sometimes, parents comment that they would like to receive better feedback face to face so they can be involved more in supporting their children's learning at home.
- The leadership team implement effective strategies, such as supervision and individual meetings, to evaluate workload and promote staff's well-being. They offer effective one-to-one meetings that support staff to reflect on their practice and discuss any personal issues. For example, recent training means children with SEND are identified and supported promptly.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand the importance of their role in keeping children safe. They have a good understanding of safeguarding policies and procedures. The managers and staff know how to recognise the signs of abuse and neglect. They know which procedures to follow and who to approach and report to when they have a concern about a child or an adult. The managers and staff have a good knowledge and understanding of the wider safeguarding issues, such as the 'Prevent' duty. Staff's deployment is effective, which enables them to supervise children well.

What does the setting need to do to improve?

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

- support staff to recognise and use opportunities to further challenge and extend children in their learning
- provide more detailed information regarding children's next stages of learning to parents to enable them to continue their child's learning at home.

Setting details

Unique reference number	EY436747
Local authority	Kent
Inspection number	10074977
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	42
Number of children on roll	24
Name of registered person	Cuddles Ltd.
Registered person unique reference number	RP531103
Telephone number	07722514729
Date of previous inspection	9 June 2016

Information about this early years setting

Cuddles Pre-School registered in 2011. The pre-school operates from a community hall on the Fleet estate in Dartford, Kent. The pre-school opens Monday to Friday from 9am to 12pm, during term time only. There are four members of staff and a volunteer, Of whom, one holds an early years foundation degree and three hold qualifications at level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Oshra Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the interaction between staff and children and the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with the manager about the leadership and management of the setting.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022