

Inspection of Cuddles Day Nursery

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

Inspection date: 4 May 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised. Indoor and outdoor play areas are not well organised and expose children to some serious hazards. Staff do not assess potential risks or identify safety issues.

Children are not well prepared for their future learning. Staff do not plan interesting and exciting activities that help children to make good progress in their development. Although some children show motivation to take part and have a go, activities lack purpose and age-appropriate challenge. Staff do not adapt the activities to meet all children's interests and learning abilities. Children try to find their own ways to learn, but they quickly become bored. They spend their time drifting around the room unoccupied, silent, and sometimes upset.

Children behave well, overall. They listen and respond positively to instructions from adults, such as helping to tidy away toys. Despite this, occasionally, staff do not show children kindness or patience when supporting them to regulate their behaviour. There are not enough accessible resources and activities to interest and inspire them.

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

- The manager and staff do not ensure that appropriate risk assessments are completed. Children are able to reach a rusty saw and are exposed to bramble bushes with thorns in the outdoor play area. These pose a health and safety risk to children. Children do have some opportunities to develop their physical skills in the outdoor area. They control their bodies to make their way across the balancing equipment. Children use large-muscle movements as they pedal around on trikes, racing each other across the garden.
- Parents and carers drop off and collect children from the main entrance. They state that they are happy with the care their children receive. Staff share general information with parents. They inform them what activities their child has been doing and how they have been during the day. However, staff do not always share clear information with parents about individual children's next stage of learning. They do not consistently offer ideas to help parents to support their own child's learning at home.
- Staff identify children who may have special educational needs and/or disabilities. They discuss their observations with parents. That said, the children they identify are not always monitored closely enough. Staff do not plan the extra attention these children need to make progress in their development.
- Children use good manners consistently and remember to say please and thank you at appropriate times. However, they do not show high levels of confidence in social situations. Children often lack engagement in activities, which hinders

their learning and progress.

- Staff do not always support children to become independent. Children are not provided with enough opportunities to do things for themselves. For example, staff put coats and shoes on children. At mealtimes, staff hand out drinks they have poured and food already served on plates. Staff do not make fresh drinking water available for children in-between mealtimes.
- General cleaning is not carried out on a regular basis. Some areas of the premises that children have access to are dirty, such as the toilets. The toilet area is not kept clean. Dust and dirt cover exposed pipes. The bin used to dispose of dirty nappies does not have a lid and waste placed in here is accessible to children. As a result, children's good health is significantly compromised.
- The manager and staff do not implement a curriculum to support children to make progress in their development. Staff do not identify what they want children to learn from activities. They do not plan purposeful learning activities matched to children's individual development needs. Staff do not adapt activities to challenge children and promote their interests. Children are not helped to gain skills for the future.

Safeguarding

The arrangements for safeguarding are not effective.

Children are at risk from hot radiators, a loose wall panel in the toddler room and an exposed screw in the children's dining area. Staff do not assess risks within the indoor or outdoor environment. They fail to identify or minimise serious hazards. This lack of appropriate knowledge and action from the manager and staff mean children are at risk of harm in the setting. The manager and staff can describe signs and symptoms of abuse and know where to refer concerns about a child's welfare. The manager ensures all necessary suitability checks are completed on staff and safer recruitment procedures are followed.

What does the setting need to do to improve?

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

	Due date
ensure that effective risk assessments are carried out to identify all potential hazards on the premises and take appropriate steps to minimise these	18/05/2022

ensure the premises are fit for purpose with regard to implementing daily cleaning routines, so that the environment is clean and hygienically maintained	18/05/2022
ensure fresh drinking water is always available and accessible to children	18/05/2022
ensure targeted experiences are provided for children who have been identified as having a special educational need, to support them to reach their full potential	25/05/2022
ensure staff are supported to improve their knowledge and understanding of how to deliver a strong curriculum	20/07/2022
identify the individual abilities, interests and stage of development of each child and then use this information to plan challenging and enjoyable activities across all areas of learning.	20/07/2022

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

- improve strategies for sharing information with parents, so they are clear about what the learning intention is for their child and how they can help support children's learning at home
- review the nursery routines to provide children with more opportunities to be independent.

Setting details

Unique reference number	EY312028
Local authority	Nottingham
Inspection number	10238673
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 at time of inspection	0 to 10
Total number of places	50
Number of children on roll	25
Name of registered person	Ball, Victoria Jane
Registered person unique reference number	RP512495
Telephone number	0115 9607217
Date of previous inspection	21 September 2016

Information about this early years setting

Cuddles Day Nursery registered in 2005. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above, 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.

Information about this inspection

Inspector
Kelly Langley

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 inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the manager. She reviewed a sample of documentation and evidence of the suitability of staff working at the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection.

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.

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