

Inspection of Cuddles and Care Too Day Nursery

105 Leigh Road, Eastleigh, Hampshire SO50 9DR

Inspection date: 5 July 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 develop the skills they need for the next stage of their learning. Older children learn to concentrate and listen very well, such as when taking part in large-group activities. Younger children build on their developing communication and language skills appropriately. They show that they are familiar with stories as they join in with the words and phrases with enthusiasm.

Staff regularly review and monitor children's learning from the time they enter the nursery. This helps staff to identify any gaps or delays in children's progress. They take appropriate steps in a suitable time frame to close these, for instance seeking professional advice or putting in place individual educational plans. This supports all children to make progress from their starting points.

Children form positive relationships with the staff. They feel settled and at ease in staff's care and they enjoy their time at nursery. Children develop their confidence effectively. For example, older children happily approach staff and new adults to interact with them and hold conversations.

Children learn about taking care of themselves and begin to understand about the reasons for this, for instance why they need to wear sun hats and clean their teeth. Children spend time being energetic and active. They benefit from challenges to their large-muscle skills. For example, older children use the climbing wall, stretching and pulling themselves up. This promotes their coordination and develops their muscles and strength.

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

- The management team have implemented a clear curriculum based on the children's needs. This is sequenced to help children make progress over time. Staff involve parents in their children's learning well. This supports a consistent approach to helping children learn and make progress.
- Staff encourage children to use other languages they speak at home alongside learning English. For example, staff encourage children to sing songs and rhymes in the languages they speak at home. There are some appropriate resources available that reflect children's backgrounds, such as books in both English and other languages.
- Staff work closely with parents and outside professionals to support children's special educational needs and/or disabilities. They regularly review children's individual education plans and build on the targets identified using the advice from outside professionals. Staff provide effective support to help close gaps and delays in children's learning, for example language group sessions which provide specific activities and games that help children to make more progress.

- Staff plan a good range of activities that engage children in their play and learning effectively. For instance, younger children enjoy exploring different textures and materials, such as water, soil and cereal. Overall, staff provide good-quality interactions and support to children. However, although staff implement the expected learning intentions, they sometimes do not consistently challenge children to build further on their learning and development.
- Children investigate resources by themselves and learn through their own exploration. For example, a child experimented with a weighing scale, moving blocks to make it balance. On occasion, staff do not actively engage with children who happily play by themselves. This means, at these times, children do not receive sustained engagement to help extend their self-initiated learning.
- Children build on their independence. Older children use the toilet by themselves and know to wash their hands afterwards. Children make choices from easily accessible resources and activities. Staff encourage and promote children's positive behaviour. They give regular praise to children for their efforts and achievements. Children consistently behave well. The youngest children are beginning to listen and follow simple instructions, such as during a game where they 'stop' and 'freeze'.
- There are strong partnerships with parents. Parents are very happy with the service provided. They praise the staff and say that they are approachable, and that they support them and their children very well. Parents comment that they receive ongoing information about their child, including through an online app and discussions. They say their children are making good progress in their learning. Parents state that their children are happy and keen to attend.
- Staff state they are supported very well by the managers. The managers work closely with staff, which helps them monitor the quality of the provision securely. Staff build on their understanding of good early years practice to support their skills, such as through online training.

Safeguarding

The arrangements for safeguarding are effective.

Staff promote children's safety and well-being effectively. They complete risk assessments of the premises and check equipment is safe for children's use. Staff take care to deploy themselves in the room and garden to help them supervise children closely. The designated safeguarding lead and other staff demonstrate a confident understanding of different safeguarding issues. They are able to recognise potential indicators that would raise concerns about children and other staff. Staff understand how to manage concerns, such as through following internal processes. They have direct access to information to help guide them in the different processes, including referral to outside agencies.

What does the setting need to do to improve?

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

- build on staff's teaching to help them provide consistently challenging interactions that support children to gain further skills and knowledge, to extend their progress even further
- develop staff's awareness of engaging with children who play happily by themselves, to help build on their self-chosen learning.

Setting details

Unique reference number	EY398372
Local authority	Hampshire
Inspection number	10228512
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	25
Number of children on roll	36
Name of registered person	Jayne Sergeant & Gail Rolfe Partnership
Registered person unique reference number	RP911080
Telephone number	02380 629598
Date of previous inspection	16 January 2017

Information about this early years setting

Cuddles and Care Too Day Nursery registered in 2009. It is located in Eastleigh, Hampshire. It is one of three privately owned settings. The nursery is open each weekday, from 8am to 6pm, offering an early start session from 7.30am. It is open all year round, except for bank holidays and a week at Christmas. The provider receives funding to provide free early education to children aged two, three and four years. There are eight members of staff who work with children. Of these, six hold relevant early years qualifications.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The managers took the inspector on a learning walk of the nursery and explained the curriculum intentions.
- Children interacted with the inspector and talked about the activities they enjoy at nursery.
- Meetings and discussions were held with the managers and staff at appropriate times during the inspection.
- The inspector carried out a joint observation with one of the managers which was evaluated afterwards.
- Some parents spoke to the inspector and provided feedback about the nursery.
- The inspector observed children's routines, play and activities, indoors and outdoors.

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