

Inspection of Cuddles Day Nursery Parkstone

Rossmore, Herbert Avenue, Poole, Dorset BH12 4HR

Inspection date: 22 November 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Safeguarding practice is weak. Staff identify and record signs that a child's welfare is compromised. However, they fail to notice patterns that might indicate significant concerns. Recording and reporting processes are not robust. This means that some relevant information is not shared with the designated safeguarding lead (DSL). As a result, there are delays in making referrals to external safeguarding agencies, which puts children at risk of harm.

Despite these weaknesses in safeguarding, children have strong bonds with staff. Staff listen and show a genuine interest in children's thoughts and ideas. For example, children talk about their home countries and places they have visited on holiday. Children generally behave well and staff manage minor disputes between children effectively. However, staff do not always take action to support children with challenging behaviour. This has an impact on children's safety and security.

Children enjoy plenty of fresh air and exercise. They are active and enjoy activities which help them to keep fit and healthy. For example, older children ably ride tricycles and chase hoops they have rolled across the floor. Children listen with interest during group activities and join in with songs and rhymes. Staff support children to develop their language skills. For example, they name the 'sea creatures' that children fish out of the water tray. Babies enjoy sensory play that develops their creativity and curiosity. For example, they splash in the water tray and make marks with paint.

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

- Staff have recently undertaken safeguarding training. However, leaders and managers have failed to recognise that staff are not secure in their knowledge. Staff do not identify patterns of concerns that might indicate a risk to children's safety. Also, poor safeguarding processes result in staff only reporting some concerns to the DSL. They record other concerns on a separate form which is not shared. This means the DSL does not have the full picture to make a decision about whether a referral to external safeguarding agencies is necessary.
- Where there are significant concerns about a child's behaviour, staff record this but are not proactive in seeking support or guidance. Consequently, children do not always learn the skills needed to support them to manage their own feelings and emotions.
- Staff organise activities according to children's interests, to help motivate children to learn. For example, when children come into the nursery with new shoes, staff use this as an opportunity to explore size and footprints.
- Children enjoy weekly trips into the community, including visits to the woods, library, leisure centre and supermarket. This helps them gain confidence in new

environments and with new people. Children extend their experiences of the world and learn new skills, such as how to use money.

- Managers and staff invite parents into the nursery for parents' evenings and meetings. For example, they organise presentations about starting school to help children transition from nursery to school.
- Staff adjust activities to encourage children to try new experiences. They encourage babies who do not like sensory play to explore it with a cling-wrap cover so that they can build their confidence.
- Children learn how to sit and wait patiently. For example, they wait for everyone to wash their hands before they start eating their lunch. This helps to prepare them for later life and school.
- Older children are independent in their self-care. They attend to their own toileting and wash their own hands, which builds confidence. Staff support children to serve their own snacks and pour their own drinks.
- Staff's well-being is a priority. Staff say they feel well supported by managers. They have extra time to complete paperwork, to ensure they have a good work-life balance.
- Staff kept in touch with children and families when they were unable to attend the nursery due to the COVID-19 pandemic. They read books on social media and provided activities for children to do at home to ensure continuity of learning.

Safeguarding

The arrangements for safeguarding are not effective.

Children's welfare is compromised due to failings in recognising, recording and reporting concerns to the relevant agencies. Some staff do not know who has lead responsibility for safeguarding, so they do not know who to report any concerns they might have about a child's well-being to. Staff undertake effective risk assessments of the environment to ensure it is safe and secure. Managers follow safer recruitment processes to ensure staff are suitable to work with children.

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 staff are confident in recognising the signs and symptoms of abuse and that they report all concerns to the designated safeguarding lead at the earliest opportunity	23/12/2022

ensure staff seek the appropriate support and guidance to enable them to support children whose behaviour is particularly challenging effectively	23/12/2022
make the appropriate referrals to the relevant safeguarding agencies without delay where there are concerns about a child.	24/11/2022

Setting details

Unique reference number	EY270251
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10233630
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 11
Total number of places	114
Number of children on roll	160
Name of registered person	Cuddles Day Nursery Limited
Registered person unique reference number	RP906310
Telephone number	01202 747198
Date of previous inspection	12 January 2017

Information about this early years setting

Cuddles Day Nursery Parkstone registered in 2003. It is situated within the grounds of St Aldhelms Academy, in the Parkstone district of Poole, Dorset. The nursery is open every weekday from 7.45am to 6pm, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 23 members of staff. Of these, one holds early years professional status, 16 hold a level 3 qualification, four hold a level 2 qualification and two are unqualified.

Information about this inspection

Inspectors

Lisa Large
Rachel Cornish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning
- The inspectors held a leadership and management discussion and reviewed some relevant documentation.
- The inspectors spoke to several parents during the inspection and took account of their views.

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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