

Inspection of Cuddles & Care Children's Day Nursery

Ministry House, Cathedral Park, Rowdens Road, Wells BA5 1UA

Inspection date: 26 January 2023

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 and confident in this warm and friendly setting. They settle quickly when they arrive. They get involved in the activities and experiences on offer. Children form close bonds with staff members, who are kind, caring and nurturing. This helps them to feel safe and secure. Children begin to make independent choices in their play from a young age. Babies enjoy free play on the carpet exploring small-world models. Older babies are busy playing around a water tray. Toddlers enjoy role playing and mark making with felt tips. Pre-school children initiate play with building blocks and animals.

Children behave well and understand the nursery routines. They show positive attitudes towards learning. Children engage in meaningful activities throughout the day. Staff prepare children of all ages for the next stage in their education. Pre-school children join in with circle time activities and develop their listening skills. They practise letter recognition while they look for their name written on the board. Toddlers enjoy singing time in a circle by using wooden spoons with pictures of songs on them. Staff teach them to wait for their turn to choose the next spoon with the song. Older babies regularly visit the toddler room to become familiar with it before it's their turn to move there. Staff give them time to explore the room and interact with older children.

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

- The managers and staff create an ambitious curriculum that follows children's interests and builds on what they already know and can do. Each room has a topic based on children's interests for several weeks. They plan related activities for children to take part in. This enables staff to observe and assess children's learning and development.
- Children with special educational needs and/or disabilities (SEND) make good progress. The manager and staff with responsibility for coordinating help for children with SEND work effectively to ensure children receive targeted support to meet their learning needs. Staff work in partnership with parents and with external agencies, to ensure that children make the best possible progress.
- Parents say that they are happy with the nursery. They add that staff are supportive with their children's needs. Parents have regular communication with the nursery, and staff inform them of what their children have been doing each day. The managers and staff extend children's learning at home by providing a lending library.
- Staff encourage children to develop their communication and language skills, particularly children with SEND or children who speak English as an additional language. For example, staff make eye contact and sounds with younger children. Pre-school children have opportunities to express their opinions and

ideas while they interact with staff during the day. They also enjoy story time and playing with puppets. However, staff do not often incorporate additional learning strategies to further contribute to children's speech development.

- Children who speak English as an additional language receive good support to use both languages in play and learning. Staff sing familiar action rhymes and use keywords from children's home languages.
- Staff plan exciting learning opportunities for children across the different areas of learning. Pre-school children exercise their counting skills by matching natural resources with the correct number. They also independently use an interactive table which enhances their problem-solving skills. Toddlers explore musical instruments and try to complete puzzles with numbers and shapes. Older babies develop their physical skills as they climb on the soft play equipment in the sensory room. Babies feel paint on their hands as staff encourage them to create paintings. However, staff do not yet apply the same level of consideration to the planning and provision of activities outdoors.
- Staff focus on encouraging children to be independent. Babies enjoy the freedom of choice during play. Toddlers wash their hands with minimal help before they touch their food. Pre-school children can put on their coats fast by flicking them above their head. They also clean their face and hands independently after lunch, using mirrors as aids. This promotes children's self-esteem and prepares them for school.
- Teamwork among staff is very good. Staff comment on the level of support they receive from managers who are ready to listen to their concerns. Staff share responsibilities fairly between themselves. They meet children's needs and care is seamlessly promoted through effective teamwork.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of how to safeguard children. The managers and staff are familiar with the correct procedure to follow to protect a child from harm. They are able to talk about what would worry them about a child and what they would do as a result. Staff know what to do in the event of an accident and what to do next. All areas of the nursery are clean and free from clutter. Any hazardous items are kept out of the reach of children. Staff keep doors always locked. There is a CCTV system in place for staff to consistently monitor babies as they sleep.

What does the setting need to do to improve?

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

- strengthen the outdoor curriculum and activities provided to increase children's learning opportunities outdoors

- enhance the support for children's communication and language even further, particularly those who would benefit from additional learning strategies.

Setting details

Unique reference number	EY467227
Local authority	Somerset
Inspection number	10262954
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	0 to 5
Total number of places	51
Number of children on roll	67
Name of registered person	S & D Childcare Limited
Registered person unique reference number	RP905735
Telephone number	07702289294 01749674112
Date of previous inspection	11 April 2017

Information about this early years setting

Cuddles and Care Children's Day Nursery registered in 2013. It is one of two privately owned nurseries. It operates from single-storey premises situated on the outskirts of the city of Wells, in Somerset. The nursery opens each weekday, from 7.30am to 6pm, for 51 weeks of the year. It receives funding to provide free early years education for children aged two, three and four years. The manager and the deputy hold an appropriate qualification in childcare at level 3. There are other 11 members of staff; seven of which hold a qualification at level 3, two who hold a qualification at level 2 and two members of staff who are unqualified.

Information about this inspection

Inspector

Stella Orfanidou

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 and the inspector completed a learning walk together of all the areas of the nursery and discussed the early years curriculum.
- The inspector observed 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 at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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