

Inspection of Cuddles Day Nursery Parkstone

Rossmore, Herbert Avenue, Poole, Dorset BH12 4HR

Inspection date: 2 March 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children settle quickly in their room as they are welcomed by their key person. They are keen to begin their learning and show good levels of confidence and motivation. Even the youngest children concentrate well at activities and their own child-led play. Children behave well and show consideration to each other. For example, children help each other to get ready to go outside. Staff support the younger children in learning how to behave appropriately. Staff have high expectations for the children and plan an effective curriculum that is tailored to children's individual needs and abilities. Staff in each room are responsible for planning and preparing children for the next stage in their learning. For example, they develop children's independence, build on their communication skills and their personal, social and emotional development. Children delight in joining in with activities for World Book Day. For example, older children use props to retell their favourite stories, and younger children use their imagination as they use sand to make bowls of porridge for 'the three bears'.

Staff build positive relationships with parents. They are welcomed into the nursery and are able to see their children in the nursery environment. Parents report that staff know their children well and that they are making good progress. They say that staff communicate well with them and there are lots of opportunities to be involved in their children's learning.

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

- Children develop strong bonds with their key person, which enables them to build good relationships with the other staff in their room and the children. Young children show delight as their friends wake up from their sleep to have lunch with them. All the children play well together in the large well-resourced garden, where staff support them in learning to respect and value others.
- In general, staff interact well to support children to learn new skills. For example, they enable children to make their own dough and demonstrate how to create different shapes, which fits in with their story about the gingerbread man. Staff support babies in caring for their dolls, teaching them how to use the potty. However, at times, staff do not make best use of the environment to support children's learning even further. For example, staff do not consider how the noise levels in the room may limit children's ability to focus on communication and language activities.
- Children with special educational needs and/or disabilities are well supported. The special educational needs coordinator is particularly good at accessing the appropriate support for children to enable them to make the best possible progress. Children who speak English as an additional language are supported effectively by staff. Staff recognise the importance of children's heritage and

provide a wide range of resources to celebrate their home languages and cultures, such as stories reflecting the different languages that the children speak.

- Partnerships with parents are productive, and parents report that the handovers at the end of the day are thorough and provide a good insight into what their child has been doing. There are good opportunities for parents to come into the nursery to celebrate different events, such as Shrove Tuesday. Parents also report they like the fact staff will follow the child's home routines to make sure that they are comfortable. They value staff's support and advice with children's behaviour, potty training and developing sleep routines.
- Since the nursery's last inspection, the management and staff team have worked hard to improve the quality of care and education. Staff have attended training, and the local authority has provided support to develop staff's knowledge of safeguarding and managing children's behaviour.
- Staff make good use of the opportunities to enhance children's learning in the outdoor environment. For example, they visit the library, go to the local shop to buy fruit for snack, and explore the local woods where they learn about the changing seasons. This helps children to develop an understanding of the wider world and the community they live in.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe. They carry out regular checks throughout the day to ensure that the premises are suitable and any hazards are removed or minimised. Older children are learning how to identify possible risks and keep themselves safe. For example, they help to mop up split water. Staff have a good understanding of the procedures to follow if they have concerns about a child's welfare or safety. There are good procedures for staff induction and supervision meetings to make sure that staff have the skills and knowledge to fulfil their roles.

What does the setting need to do to improve?

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

- review how rooms are organised during small-group activities to make sure that the noise levels are minimised when staff are promoting children's communication and language skills.

Setting details

Unique reference number	EY270251
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10269561
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	22 November 2022

Information about this early years setting

Cuddles Day Nursery Parkstone registered in 2003. It is situated within the grounds of St Aldhelm's Academy, in the Parkstone district of Poole, Dorset. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 23 members of staff. Of these, one holds early years professional status, 16 hold qualifications at level 3, four hold qualifications at level 2, and two are unqualified.

Information about this inspection

Inspectors

Lorraine Sparey
Teresa Newman

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the nursery.
- The manager joined the inspectors on a learning walk and talked to the inspectors about the nursery's curriculum and the intentions for children's learning.
- The manager and one of the inspectors carried out a joint observation and discussed the findings.
- The inspectors held discussions about the leadership and management of the nursery with three members of the management team, and they reviewed documentation.
- The inspectors spoke to parents to gather their views about the nursery.
- Both the inspectors spoke to staff and children at appropriate times throughout 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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