

Cuddles at the Stadium

Poole Stadium, Wimborne Road, Poole, BH15 2BP

Inspection date

Previous inspection date

23/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is good and delivered by staff who are enthusiastic in supporting all children to make good progress in all areas of their learning and development. Children are well motivated to learn.
- The management team is committed to improving and developing the provision so they can provide the best possible care and education for children.
- Parents comment very positively about the progress their children make and the high quality of the service the nursery offers.
- Good use is made of the space available indoors to provide children with a safe, spacious play environment.

It is not yet outstanding because

- Staff do not use resources to best effect to encourage children's interest and learning in role play areas.
- Overall, partnerships with parents are very good, although, not all parents have been given the opportunity to regularly review their child's learning journals.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed a wide range of activities across all areas of the nursery and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the nursery's systems for planning, evaluation, and exchanging information with parents.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Marie Bain

Full report

Information about the setting

Cuddles Day Nursery Poole registered in 2014. It is one of three nurseries operating in the Poole area under the same private ownership. It operates from premises on the site of Poole Stadium, where children have access to a main playroom, quiet room and associated toilet facilities. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It receives funding for the provision of free early education for children aged two, three and four years. There are currently 53 children on roll, all of whom are in the early years age group. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery offers all year round care and opens Monday, Tuesday and Thursday from 7.45am to 6pm and on Wednesday and Friday from 7.45am to 5pm.

The nursery employs 4 permanent members of staff, three of whom hold a level 3 qualification and one who is currently studying for a level 2 qualification.

What the setting needs to do to improve further

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

- develop imaginative play opportunities in role-play areas by ensuring information, communication and technology resources and writing materials are easily accessible.
- extend opportunities for all parents to be involved in and support their child's learning, by regularly reviewing their child's progress and contributing their child's learning journals.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are very good at meeting the needs of all the children who attend this lively and welcoming nursery. Children quickly settle into the daily routines, which are organised to create interesting and challenging opportunities for children to learn and develop. For example, thoughtful staff aim to expand children's interest in the emergence of different colours. Staff teach the children to learn the colours of the rainbow through song and rainbow puzzles. Children used paper filters to drop paint onto so that they can watch the effects of the colours merging into one another, to make another colour. They watch with great interest as staff put fizzy bath tablets in water to see how they change. Staff extend this activity by putting the fizzy tablets in a clear container so the children can observe

what happens in the water as the colour seeps out of the tablet. Children investigate the consistency and texture of different substances through a range of 'messy' play activities such as tapioca, mashed potato, shaving foam, glitter and water.

The quality of teaching is consistently good throughout the nursery. For example, staff use the opportunity of making cheese straws, sausage rolls and cakes to promote children's mathematical thinking and understanding. Children are experienced cooks who are adept at planning what they need, how they measure the ingredients and sharing out the utensils. Children's communication and language skills are very well supported. Consequently, they are confident and articulate speakers; they express their views and engage in conversation with friends and adults. Children attempt to write their names on their work, making marks that resemble letters. Children learn that writing has meaning from the labels around the room. These activities support children's early language development. A cosy and well-stocked reading area is available and children enjoy story times as staff use high quality picture books, magazines and dual language books to read to them.

Staff are very supportive and ensure that children enjoy their activities. They work with the children, join in their conversation and share their interests. Overall, role play provides children with good opportunities to act out experiences, use their imaginations, practise language and be creative. Children thoroughly enjoy engaging in role play in the home corner and staff encourage them to develop their own ideas. For example, children particularly like superhero play so staff ensure that the home corner is equipped with superhero dressing-up clothes and they have made swords and masks with the children to support their imaginative play. However, pretend telephones, cameras, mobile telephones and notepad and pencils are not easily accessible in the role areas. This slightly reduces children's opportunities to fully express their imagination and ideas in their play.

Children learn about the wider world in many different and exciting ways. For example, 'Max' the turtle frequently goes home with the children to share adventures while his 'cousin' Nicky the monkey lives in Australia and goes home with the children attending the kindergarten there. Children exchange correspondence via email with the children in Australia to learn about the similarities and differences in their provisions. Children at the Kindergarten have sent boomerangs and Kolas for the children at the nursery to learn about. Staff use the globe and non-fiction books to teach the children about the country's location in the world and what life is like there. Staff exchange activity ideas with the staff at the Kindergarten; one of which is how to teach the children to make sun catchers to hang in the classroom as they do at the Kindergarten.

Children make good progress in their learning and development because of the varied opportunities provided throughout the nursery. Regular observations and assessments are carried out, leading staff to identify children's next steps. Children feel valued and enjoy their learning because staff interact extremely well with them, for example, they listen to children, ask open-ended questions, and give children time to respond. Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Staff recognise how children learn through play and consistently implement planned and stimulating experiences based on individual children's interests. Consequently, this clear focus establishes secure foundations for future progress, helping

children rapidly close gaps and become well prepared for the next steps in their learning.

The contribution of the early years provision to the well-being of children

The nursery has a well-established key person system, helping children to form secure attachments that promote their well-being and independence. Staff provide a welcoming environment for children and greet both children and parents warmly on arrival. Before a child starts, the nursery invites parents and their child for short sessions. These settling-in sessions support children's emotional wellbeing successfully as they start nursery life. Staff make all children feel valued and respected so they develop strong personal, social and emotional skills. Children learn to talk about how they feel by placing their picture under the appropriate emotion on the 'feelings' board each day. Children's behaviour is appropriately managed by staff, as they help children to negotiate and cooperate with their peers. Staff suitably promote children's good behaviour through reminders about the boundaries and encouraging children to care for others. Children learn to share, take turns and use kind words. There is a tremendous amount of verbal praise and encouragement from staff. This helps raise children's self-esteem and confidence.

The nursery provides a high quality and stimulating environment that is exceptionally conducive to children's learning, and which ensures that their progress in relation to their starting points is consistent. Resources are extremely well organised and low-level storage encourages the children to self-select. They make independent choices from an extensive range of high quality resources that offer them exciting learning experiences. Excellent use is made of the outside play areas, covering a full range of stimulating and exciting experiences for the children. The covered outside play area offers a plethora of additional toys, that can be used all year round, adding further interest and stimulation. In the garden, children extend their knowledge and understanding of the natural world by learning how to plant and cultivate various plants and look for and identify bugs that inhabit the garden. They also enjoy painting the fence with brushes and water. Children learn about gravity and water fluidity as they pump water down the angled guttering and watch it cascade to the bottom. Outcomes are clearly attributed to excellent use of the resources, including the highly effective deployment of staff.

Staff enable children to have daily access to fresh air, exercise and a healthy snack, which promotes their understanding of a healthy lifestyle. Parents share written information about their child's specific dietary requirements to help the staff meet their needs appropriately. Children bring in packed lunches and the nursery offers helpful guidelines to the parents for healthy eating options, to include in these lunches to support their children's good health. Children follow routine hygiene practices as they wash their hands before snack or lunch, aided by pictures of the hand washing process. After lunch the children brush their teeth which helps them learn the important of dental hygiene. Children enjoy a snack of Naan bread with tzatziki and humus dips, French bread and cheese with a drink. Staff promote independence by allowing children to help prepare the table for lunch and serve themselves. Staff follow routine hygiene practices by cleaning tables before children eat and wearing gloves as appropriate, when serving food or changing nappies. Staff carry out children's personal care procedures discreetly and

effectively to protect their well-being. Children play outdoors each day and participate in sand and mud play. In the physical room, children learn to peddle tricycles, play ball games and mix socially with their friends. Children have immense fun dancing with scarves and ribbons, swirling them around, up and down to make shapes in the air. While doing so, staff explain the differing dimensions of the shapes. This helps children to learn mathematical concepts in a fun way.

The effectiveness of the leadership and management of the early years provision

Staff fully understand their responsibilities in meeting the learning and development, and safeguarding and welfare requirements. Arrangements for safeguarding children are very good. Robust recruitment procedures ensure all staff are vetted and suitable to work with children. Staff are confident with the procedures to follow with any safeguarding concerns. All staff access safeguarding and first aid training to support them in their protection of children. Staff carry out daily safety checks to enable children to play safely. Children display an excellent awareness of safety issues and recognise how to keep themselves safe. For example, through topics and carrying out their own risk assessments of the setting. The premises are kept secure and risk assessments are in place for outings that staff take children on. This enables the children to have a stimulating and safe day to enhance their understanding of the world.

The management team of the nursery is committed to improving and developing the provision so they can provide the best possible care and education for the children. The nursery carries out regular audits of all aspects of the nursery and use the information to direct their comprehensive action plan, clearly defining areas for improvement. Management carry out self-evaluation in order to review and develop each area of the nursery to improve outcomes for children. They repeat this frequently to show progression, how well the nursery works as a team and with parents, and the positive impact the new equipment and layout have on the children's learning. Staff performance is monitored through ongoing supervision and appraisal meetings and their ongoing professional development is supported to drive improvement. Policies and procedures are thorough and support staff well in providing a welcoming and stimulating environment for all children.

Building strong partnerships with parents and others is an essential part of this friendly nursery. Consequently, overall, staff have developed good systems for promoting partnership with parents and they ensure that good communication exists between them. However, not all parents have regularly reviewed their child's learning journals. Parents are encouraged to take an active part in their children's learning at home through the book sharing system. They can also complete 'WOW' stickers to share their child's special moments and achievements at home. Parents receive regular detailed information about their child's welfare, learning and development through daily verbal discussions. Newsletters and a whiteboard situated in the entrance hall are some of the ways staff communicate with parents. This includes information regarding daily activities, and their child's key person. These methods are also used to inform parents about what is going on

within the setting and upcoming events. Parents' comments are very positive about the setting and they remark on the professionalism and friendliness of staff. Parents understand the good progress their children are making and how the setting is supporting this. The setting offers a service that is fully inclusive for all children and their families. Parents who speak English as an additional language receive the information translated into their home language to promote their inclusion. Children are well-prepared for the next stage in their learning and development, as the setting supports them in making the transition to school. Children have a visit at the nursery from the reception teachers prior to them starting school, and nursery staff are invited to the school to meet with the teachers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY473641
Local authority	Poole
Inspection number	949830
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	53
Name of provider	Cuddles Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01202672671

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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