

Cheeky Chums Day Nursery

14-15 North Parade, Mollison Way, EDGWARE, Middlesex, HA8 5QH

Inspection date	21/05/2013
Previous inspection date	27/06/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Partnerships with parents are exceptional and a particular strength at the setting. Great effort is made to ensure parents are fully informed about their children's development and to feel involved in the setting as a whole.
- The setting entirely fosters a culture of equality and diversity. Staff make excellent use of visual displays and planned activities to help children learn about the world around us.
- The excellent quality of teaching enables children to make significant progress in their learning and development.
- The high quality leadership and management of the setting underpins the outstanding practise. Management have an excellent understanding of their responsibilities and provide high-quality supervision for the staff team. As a result, staff are motivated and work together exceptionally well.

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.

Inspection activities

- The inspector observed activities and interaction between staff and children during free play and planned activities in all rooms of the setting and during snack and lunch time.
- The inspector held a meeting with the manager and provider of the setting.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector sampled the setting's policies and procedures and other documentation.

Inspector

Katie Dempster

Full Report

Information about the setting

Cheeky Chums Day Nursery registered in 2012. It is situated in Edgware in the London Borough of Harrow. Children use three group rooms, two are based on the ground floor and one on the first floor. They also have access to an enclosed outdoor play area. The setting is open between 8am and 6pm for 51 weeks of the years. It closes for a week at Christmas and for bank holidays. The nursery is registered on the Early Years Register. There are currently 53 children on roll aged from three months to three years. Once children turn three years, they move onto the sister nursery, which is situated on the opposite side of the road and takes children from three to five years. The nursery provides free early education for children aged two and three years. It supports a number of children learning English as an additional language. The nursery employs 15 staff to work with the children, most hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- further extend opportunities for children to use technology based equipment in their everyday play throughout the nursery.

Inspection judgements

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

The atmosphere across the setting is calm and purposeful. Staff work exceptionally well together to ensure the smooth delivery of the planned and free play activities. Children of all ages are fully engaged, keen to learn and developing rapidly. The educational programme is rich, varied and balanced across all areas of learning. The system for observation, assessment and planning is highly effective. Observations of the children fully inform the setting's plans and are used as evidence to track children's progress. The quality of teaching is very high. Staff make excellent use of open-ended questions as they are used at the most appropriate times to ensure the greatest impact.

Babies enjoy excellent opportunities for sensory play. They explore shredded paper, different textures in treasure baskets and a broad range of fabrics. All children use the recently developed sensory room. The well-resourced and carefully planned space creates an atmosphere of relaxation where children can explore their feelings; develop their sensory skills, cause and effect response and levels of concentration and alertness. Children have wonderful opportunities to explore their early writing skills. There are opportunities throughout the environment for children of all ages to make marks, draw

and write. Younger children explore with sand and corn flour, using their palms and fingers to make marks. Older children enjoy pretending to 'write' letters in the writing area and have access to a print rich visual environment, helping children learn how we gather information from printed words. These activities prepare children very well for their eventual move to school.

Children demonstrate marvellous imaginative skills. They become deeply involved in their play, using the vast array of resources to support and extend their ideas. Staff provide real life resources such as food containers and real food. Children excitedly show staff what they have 'made' in the kitchen. One child confidently uses resources from other areas in his play; he finds some dough that he decides to use as food for his saucepan, full encouraged by staff. Children enjoy using the computer and other technology based resources, however these opportunities are not extensive in all areas of the nursery. Outside children have tremendous fun. They have excellent opportunities across all areas of learning, ensuring their learning continues outdoors. They enjoy planting activities, trike races and special events such as the teddy bears' picnic.

Staff place high priority on children learning to value their own culture and that of others. The visual displays fully reflect the ethos of celebrating diversity. Beautiful photographs and displays depict families from all around the world. Festival celebrations, involving parents and families, include Diwali celebrations and the Christmas nativity. Children's home languages are highly valued and those children learning English as an additional language receive excellent support. For example, different languages are displayed all around and commonly used words are translated for staff to use with children not yet speaking English. Children have many opportunities to play and learn in their home language. They sing songs with staff during play and have access to many dual language books.

Partnerships with parents are exceptional and a particular strength at the setting. The nursery entirely adopts a culture of valuing parents as partners and places the highest priority on encouraging parents to be a part of, and contribute to their children's learning. A huge effort is placed on parents learning about the Early Years Foundation Stage, how the setting implements the framework and how learning can be continued at home. Staff invite parents for events within the setting on a regular basis. They learn about how the different resources and activities support learning and also provide opportunities for parents and other family members to join in with, or host an activity.

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

All staff are warm, sensitive and highly responsive to children's needs. Because of the excellent relationships established with parents from very early on and the highly effective key person system, children form secure emotional attachments with their key person. Children are settled, content and display high levels of confidence.

Staff support children in managing their own behaviour, helping them to develop independence and make positive relationships. Staff are patient and calm with the

children, offering clear explanations and instructions. Staff encourage children to think about their behaviour and how following the rules can help us. Children receive lots of praise and encouragement. This results in children displaying impeccable behaviour throughout the nursery. Children display blossoming friendships from a young age. They play alongside one another, sharing equipment and joining in with group games. Two younger children have great fun sharing a novelty chair. They demonstrate their ability to work together as one holds on and the other uses her feet to turn the chair. Older children are extremely independent and demonstrate strong self-care skills. They pour their own drinks, serve themselves at meal times and attend to toileting and hygiene procedures independently. Staff interact well as they feed babies at lunchtime, giving them time to enjoy this social event.

Children demonstrate an excellent understanding of safety. During pretend play, children tell staff they must wait for their breakfast as it's 'hot'. Around the setting, children are heard repeating safety rules such as 'it's not safe to run'. Staff plan novel activities and experiences to further develop children's awareness of safety. For example, visits from the local police and fire service give children real life opportunities to learn about those that help us and how.

Children's understanding of healthy lifestyles is superbly supported. Staff expertly plan relevant activities that excite the children and consolidate their learning. For example, staff plan trips to the local green grocers for children to explore the fruit and vegetables, they purchase their items and then practise what they have learned at the setting, at their own pretend shop. Children make up 'healthy bags' of fruit and vegetables, talking about the benefits of healthy eating. Later they make 'fruit rainbows' and enjoy vegetable printing.

Staff place high priority on ensuring children enjoy a smooth as possible move from room to room as they progress. Transition documents, key person meetings and support from staff result in children feeling secure within their new environment and their continuous learning is protected. Furthermore, children are involved in the 'graduation ceremony' for older children as they move on to the sister nursery across the road. They learn about their older friends' adventure to school, helping the younger children to feel secure and confident about their own move to another setting.

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

Leadership of the nursery is robust at all levels. The owner of the nursery has a firm understanding of his responsibilities in meeting the requirements of the Early Years Foundation Stage. He provides excellent support for the manager through his excellent knowledge of the framework. The manager shows a strong focus and passionate drive to provide excellent care and inspirational learning for children. She has recently completed her Early Years Professional Status degree and uses her in-depth knowledge to monitor planning and delivery of the educational programmes highly effectively.

The managers and whole staff team show pride in their contribution to this wonderful

setting. The pursuit of the highest quality provision is evident through their drive to improve. Managers take every opportunity to continuously develop practice. For example, they use feedback from inspections of the other settings within the company and work closely with local authority early years advisors, the staff team and parents.

Staff are highly motivated and work exceptionally well together, creating a secure, safe and wonderful learning environment for children. High-quality professional support and supervision is provided for the staff team. Formal supervision takes place regularly, providing opportunities for managers and staff to discuss performance, areas for development and any training needs. Staff's professional development is given high priority. All staff are encouraged to train towards gaining further qualifications, with great support from managers.

Supervision of children, well established roles and clear policies and procedures contribute significantly to the safety and welfare of the children. Arrangements for safeguarding children are securely in place. Staff show a highly secure understanding of the thorough safeguarding policy and where to find relevant information should they need it. They are confident in implementing the setting's 'whistle blowing' policy, should the need arise. Staff also receive regular training in safeguarding to update their knowledge. Staff conduct daily checks on the premises and robust written risk assessments help the manager to follow up on any safety concerns. Vigorous recruitment procedures are in place. This results in children receiving care from suitable, qualified and experienced staff.

Through the exceptional partnership working with parents and other professionals, children's needs are met to a consistently high standard. Clear and well-established systems are in place for the support of all children and to ensure appropriate intervention is secured.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY441961
Local authority	Harrow
Inspection number	893438
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	78
Number of children on roll	53
Name of provider	Ransals Ltd
Date of previous inspection	27/06/2012
Telephone number	02089526131

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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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