

Cheeky Chums Day Nursery

Pinn Medical Centre, 8 Eastcote Road, PINNER, Middlesex, HA5 1HF

Inspection date	18/02/2014
Previous inspection date	05/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 manager and staff provide a warm and welcoming environment for children and parents. Children arrive happy and ready to start their day at nursery.
- Staff have a good knowledge of the seven areas of learning and how children learn through play. This enables them to plan well for children's development.
- Staff know children well. Planning is based on children's interests, information from parents and accurate observations of children as they play. This means that children are interested in the activities offered.
- Staff have clear routines but implement these flexibly so that children's enjoyment of activities and stories is not interrupted.

It is not yet outstanding because

- There is scope to encourage older children's emerging writing skills in daily activities more, for example on their pictures and paintings.
- Staff sing songs with children in the baby room but these can be rushed and this means that children can find it difficult to keep up.

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 carried out a joint observation with the manager.
- The inspector spoke to parents, children, staff and the management team.
- The inspector observed children as they played in all rooms and the outside area.
- The inspector sampled nursery documentation including children's records, staff files, policies and parent's information.

Inspector

Lesley Hodges

Full report

Information about the setting

Cheeky Chums Day Nursery is one of four nurseries run by Ransals Ltd. It registered in 2009 and operates from five rooms within a converted building in Pinner, in the London borough of Harrow. Children have access to an enclosed outdoor play area. It is open each weekday from 8 am to 6 pm for 51 weeks of the year. There are currently 102 children on roll in the early years age range. Children attend for a variety of sessions each week. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs a total of 17 staff including the chef. Of these, 13 staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register. The nursery receives funding for the provision of free education for children aged two, three and four.

What the setting needs to do to improve further

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

- encourage children's emerging writing skills by providing resources for them to write their names in routine play activities, for example on pictures and paintings

- review the organisation of group singing activities, for example, to ensure that babies are given time within the songs to hear the words and attempt the actions for themselves

Inspection judgements

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

The nursery is clean, bright and welcoming. Staff, including the manager, welcome children warmly and this means that children are happy to come in and join in with activities. Staff comfort new children who need more support and they settle quickly and enjoy their play. Staff have a good knowledge of the seven areas of learning and how children learn through play. They confidently talk about children's differing developmental needs as they progress through the different stages of learning. Staff successfully use their observations of children to plan interesting activities. For example, older children who enjoy playing with cars use them in paint to make patterns. This encourages them to try a variety of resources such as paintbrushes and stamps as they explore colour mixing. They chat to each other about how they have mixed colours to make new ones. Staff plan these activities well and provide children with a good variety of resources to use when painting. However, Staff do not always extend the oldest children, who will soon be going to school, by providing pencils so that they can practise writing their names when they do paintings and pictures. Staff support babies as they paint too, giving them good opportunities to

play with the paint and develop their hand-eye coordination skills. Staff use information provided by parents to plan for children. Parents complete 'Wow' sheets which give staff details of children's preferred play activities at home. Staff use this information well to provide children with their favourite activities. Therefore children benefit well from this shared approach to their learning.

Staff support children's use of language well in all rooms by providing commentaries and naming objects. Older babies enjoy story time with favourite characters. Staff follow flexible care routines which mean that babies can enjoy the whole story before staff change their nappies and prepare them for lunch. Babies enjoy songs and rhymes and are beginning to join in with actions. However, the pace of the songs can mean that the babies do not always have time to fully enjoy the words, rhythm or attempt to complete the actions for themselves.

Staff use their knowledge of children to extend story times. Staff talk with children about how they travel to nursery and this helps children to gain an awareness of their environment and provides a link with home. Older children join in with conversations about how to keep themselves safe as staff use stories to prompt group discussions and encourage children's thinking skills.

Staff support children with special educational needs and/or disabilities as they adapt their practice to meet children's individual needs. Accurate observations identify areas where children may need additional support and, with parent's consent, staff make referrals to outside agencies. This means that children get the support they need to develop. Staff complete progress checks for two-year-old children and share these with parents. Parents spoken to say they feel fully involved in their children's care and development because they receive information in a variety of ways. They can attend regular parents' evenings, review observations made by staff, have daily chats and read the diary sheets for younger children. This provides parents with the day-to-day information they need.

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

The key person system works well. Staff know children well and children have formed close bonds with special members of staff. Younger children enjoy a cuddle from staff if they are tired and this helps them build relationships with their key member of staff. Older children enjoy recalling past events with staff. They chat with the manager about activities they have enjoyed doing with her and children enjoy the manager's enthusiasm and caring approach as they chat.

Children behave well in the nursery and this is because staff are good role models. Children thank each other and staff during play and routines and this shows that they respect each other and are forming caring friendships. Staff support children's healthy choices and lifestyles well. Staff are effectively deployed and supervise children well. All children spend time playing in the outside area and they choose from a varied range of resources. For example, they can do painting and threading as well as play with toys which help them develop their physical skills. Children enjoy splashing in puddles and

laugh together as they play. This time outside means that children have daily fresh air and means that those children who learn better in the outside environment have time to do so. Staff provide healthy snacks and lunches. Details of these are provided to parents so that they know what choices their children have. Older children talk about their favourite fruits and staff use meal times to develop children's awareness of healthy foods.

There are many opportunities for all children to develop their independence skills. Babies learn about putting their own bibs on before they eat, and two-year-old children serve their lunches themselves. Older children practise putting on their coats and shoes. Staff prepare children for school with planned phonics sessions and children take part in many activities to develop pencil control. These skills help children to prepare for when they go to school.

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

The management team has a good knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They demonstrate this with the range of activities provided and the monitoring of children's progress.

Staff have a good understanding of the role they play in safeguarding children. They speak confidently about the safeguarding policy used by the nursery. This demonstrates that they have had appropriate training and understand the policy and procedures. The nursery and garden areas are secure. Children cannot leave the premises without staff supervision. Staff carry out daily risk assessments to minimise hazards and they demonstrate knowledge of potential hazards in daily routines. Staff practise evacuation procedures with children regularly. These procedures have been risk assessed with the fire brigade to ensure children's safe and speedy exit from the nursery in the event of an emergency. Fire and smoke detection systems are in place and back-up procedures are in position should the equipment fail. This demonstrates that staff place high priority on keeping children safe.

Recruitment procedures are robust. The manager carries out suitability checks on all staff and staff are aware that they need to inform the manager if their suitability changes. Staff complete health questionnaires and the manager requests references from previous employers. All these measures mean that only those who are suitable to work with children do so.

The management team uses a range of methods to monitor the effectiveness of the nursery. They have an effective development plan in place to keep track of the progress they make with any planned improvements. They have reviewed and developed their role play activities which was a recommendation at the last inspection. Children now have a more varied range of resources to play with, in different role play scenarios, and these changes enhance their play experiences. The management team review staff performance with annual appraisals and regular supervision meetings. Staff also take part in peer

observations and this means that they can share their ideas on good practice as they discuss their observations at staff meetings. These different methods of reviewing the nursery, along with the area manager's audit of the nursery, means that the manager is effectively reflecting on practice and considering ways to make improvements. For example, there are plans to make changes to the outside space and for staff to attend a range of additional training sessions. Therefore the nursery shows a strong commitment to driving continuous improvements.

Partnerships with parents and carers are good. Parents feel involved in the nursery and there are many opportunities for parents to visit and take part in a range of celebrations and other events. For example, parents are invited along when outside agencies such as the dentist and fire brigade visit and are welcome in to the nursery to read stories to the children. These events provide continuity of care for children and mean that staff and parents work well together. Staff work with parents to support those children who are learning English as an additional language as parents provide staff with key words which they use to familiarise children with routines.

The manager works well with other professionals, including those who provide training for staff and those who provide guidance for supporting children with special educational needs and/or disabilities. The management teams works closely with the local authority advisor to share good practice within the nursery group and with other nurseries in the area.

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	EY395250
Local authority	Harrow
Inspection number	954510
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	88
Number of children on roll	102
Name of provider	Ransals Ltd
Date of previous inspection	05/04/2013
Telephone number	02088682621

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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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