

Cheeky Chums Day Nursery

Royal Lane, Uxbridge, Middlesex, UB8 3QR

Inspection date

Previous inspection date

26/09/2013

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

- Staff are committed to keeping parents and carers informed of their child's development and how well they are progressing. This promotes children's learning and well-being effectively.
- Staff are enthusiastic and provide a range of interesting and challenging activities, which link to children's individual interests and stages of development.
- Staff engage parents to become actively involved with their children's learning by contributing and taking part in the activities provided within the nursery.
- Children and their families enjoy being part of a range of festivals and celebrations enable children to learn about diversity, which ensures families feel valued and part of the nursery community.

It is not yet outstanding because

- Staff do not take all opportunities to extend children's problem solving and language skills.
- The outdoor area does not consistently provide children with a wide range of opportunities to engage in play and exploration of natural materials.

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 conducted a joint observation with the manager in the garden with the children from pre-school room.
- The inspector spoke to parents to seek their views.
- The inspector sampled a range of documentation.
- The inspector conducted observations in all nursery rooms and outdoors.

Inspector

Maria Conroy

Full Report

Information about the setting

Cheeky Chums Day Nursery is one of four nurseries run by Ransals Ltd. It opened in 2013 and operates from a refurbished single storey building (formally St John's church hall) in Uxbridge, in the London Borough of Hillingdon. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are eight staff, of those one of whom is qualified to level 5, three are qualified to level 3 and two are qualified to level 2 in Childcare and Education. In addition, there is a chef who prepares healthy meals. The Quality Assurance Manager holds Early Years Professional Status. The nursery is registered to receive funding for children who are two, three and four years old. They are able to support children who learn English as an Additional Language and also those who have disabilities and/or special educational needs.

What the setting needs to do to improve further

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

- enhance staff's use of questions to give children more opportunities to encourage children's problem solving skills further
- provide children with a wider range of opportunities to explore and make their own discoveries in the natural environment.

Inspection judgements

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

Staff are enthusiastic and motivated and they interact positively with children. They have a good understanding of how children learn and as a result, they plan an exciting range of activities to promote all seven areas of learning. This encourages children to explore and investigate their surroundings. Observations and specific information from individual parents guide the planned activities, which clearly link to children's interests. Their key person tracks children's development, which helps to identify they are making the expected progress, which includes the required progress check at age two. This helps staff to identify if children need further support and seek the help they need.

Staff enhance children's communication skills well. Babies enjoy taking part in singing their favourite songs; they eagerly toddle and pick up the animal they are singing about from a

nearby table and hold it up in excitement. Staff use a visual timetables, to support children in understanding what happens next, during the daily routine. They enhance their imagination through the well organised role play in their 'shop'. Children make choices about the types of food they would like to buy and can pick from the range of resources including, real vegetables and food, which is packaged up and labelled. Outside in the garden they enjoy hunting for bugs; they get very excited when they see a bee sitting on the bricks and stop to draw what they see. Staff ask lots of open ended questions, to enable children to think such as 'do you know what a bee does?' However, on occasions they do give children enough time to consider what they have asked and respond to it. This prevents children from extending their language skills. Children enjoy listening to stories they are familiar with, they predict the text and eagerly join in as staff read. Staff promote children's mathematical skills creatively they use potatoes to print shapes and they build bricks and compare how tall they are in comparison.

Children take part in a wide range of celebrations, which link to the festivals that are meaningful to their families. They celebrate Eid by making cards and enjoy bringing their grandparents in, to take part in a Teddy Bear's picnic. Children explore the world around them; they visit churches, parks and have the post woman in to talk to them about her role. Children take part in planned activities such as planting vegetables, which helps them learn about their natural environment. However, there are fewer opportunities for children to explore and make their own discoveries by using their natural environment, for example, outdoors.

Staff encourage children's personal social and emotional development well; they give cuddles and spend time getting to know new children in particular, which makes them feel reassured and safe. Children are encouraged to develop their independence skills well, babies can choose the fruits they want to eat at snack time and older children skilfully serve themselves during meal times. Staff support children with potty training and provide ongoing support to parents, providing continuity of care, which results in children's success and achievement.

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

A wide range of well-organised, interesting activities and resources support children's learning in all areas of their development. There is plenty of space for children to move around and play freely both indoors and outdoors. The enabling environment invites children to explore and investigate, for example, older children enjoy going on a bug hunt in the garden and babies explore corn flour and treasure baskets. Children are learning to stay safe through the activities they take part in. For example, the local fire brigade have visited the nursery and children followed this visit up by painting pictures of the fire engine.

Children behave well and they are learning to take turns and share. Staff use effective strategies to deal with disputes over toys, by distracting children's attention to another activity. Staff praise the children and they remind them of the 'golden rules'. Staff promote children's confidence and self esteem well, and artwork and photographs of them taking

part in the activities are displayed throughout the building. This enables them to share their experiences with their parents/carers and grandparents. Overall, children are motivated and consistently engaged in what they do due to the well-organised and enabling environment.

A healthy menu is available, which incorporates children's dietary needs and takes account of allergies. There are robust systems in place for checking that food is suitable for each child and their individual needs. Staff sit with the children supporting them during mealtimes. There are effective hygiene procedures in place, which prevent the spread of cross infection. For example, staff handling food, wear protective clothing and staff remind children to use their hand to cover their mouth when they cough. Children take part in a wide range of activities to promote their physical development. They climb the frame in the garden, dig in the sand using a range of tools and steer scooters. Staff provide planned activities that help children learn to lead a healthy lifestyle; for example, they enable them to plant their own vegetables in the garden and learn to care for them.

There are effective systems in place for preparing children for the next stage in their learning. There are suitable procedures for moving children from one room to another; transfer forms are completed for each child enabling their new key person to find out about the child and their needs. Children have settling in periods, which enable them to get used to their new key person and their environment. The manager has begun to make links with the local community, including the local schools.

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

The leadership and management of the nursery is effective. The nursery has recently opened and is one of four within the company. As a result, they use their previous knowledge and expertise and implement strong practice from other settings within the company. There are robust systems in place for monitoring the educational programmes and the implementation of the welfare and safeguarding requirements. The nursery conducts internal audits, which support staff with consistency within the nursery team and help identify improvements to the quality of the service provided. There are supportive systems in place for staff supervisions and appraisals and this along with regular training opportunities promotes staff's professional development. Well-developed vetting procedures for the recruitment of staff ensure suitability and detailed induction procedures enable them to understand and implement the policies and procedures. Effective risk assessments highlight any hazards, which enable the nursery staff to put preventative measures in place. Staff demonstrate they are confident in their knowledge and understanding of safeguarding procedures and all staff have regular training in this area, which contributes to the protection of children in their care.

The nursery management has undertaken effective self-evaluation and gained input from parents through the process of questionnaires and daily verbal interaction. Parent's comments and views displayed in the hallway, enables new parents to gain first hand feedback. Senior staff drive improvement by consistently evaluating practices and

identifying areas for further development. This is the nursery's first inspection; however, they have already made positive improvements since opening, demonstrated with photos highlighting the development of the outdoor area.

Partnerships with parents are strong. Parents initially share detailed information with their children's key persons about home routines and individual needs. This system enables staff to know how to support each child. Photos and samples of children's work, enables parents to share in their child's learning. The staff are proactive in engaging with parents to take part in workshops informing them of The Statutory Framework for the Early Years Foundation Stage. Parents can also go through the parent representative who meets with the manager to share their ideas and views. The staff invite the parents/carers and grandparents to support them in reflecting a range of different festivals. Parents enjoy coming into the nursery to take part in activities such as reading to the children and playing with them in the garden. All parents spoken to say they are very happy with the care provided; they comment their children look forward to coming to the nursery and staff have been very helpful with supporting them with their child's individual development. They feel they updated regularly about their child's development and progress. They comment how they are involved in the planning of activities by staff asking them what their children do when they are not at nursery. They love the friendly staff and the many up to date photos demonstrating the many activities in which their children participate. The staff have begun to work well with other professionals, which helps staff in understanding strategies to support and encourage children's developmental progress.

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	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	EY460952
Local authority	Hillingdon
Inspection number	911287
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	98
Number of children on roll	34
Name of provider	Ransals Ltd
Date of previous inspection	not applicable
Telephone number	01895 272970

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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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