

Inspection of Cloud 9 Day Nursery Limited

St. Bernadettes Catholic Primary School, Lindale Drive, Wombourne,
Wolverhampton WV5 8DZ

Inspection date: 24 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and show excitement as they attend this welcoming setting, and are greeted warmly as they arrive. Children make good progress from their starting points. They continually build on what they already know, and children eagerly involve the staff in their play. For example, children ask for help to build a track that will get the train over the bridge. Together with staff, they discuss what pieces they might need to do this. Children have time to think about differing solutions for their problem and staff skilfully support this.

Children talk to the inspector about their day. They say that they like coming to play at the setting, especially to do painting and play dough. Children have a positive attitude to learning and engage well in the activities. This helps them to further develop their learning and skills. Children understand the routine of the day. They know the rules and behave well. Children receive gentle reminders to take turns and share, and expectations for behaviour are high. As a result, children play well together and cooperate with each other.

Children's independence is promoted through everyday activities and routines. Resources are stored at a low level, which enables children to access them independently. Children clear away their toys after play and wash their hands before snack. They receive lots of praise for their efforts and take pride in their achievements, raising their self-esteem.

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

- Staff are passionate and knowledgeable about early years and the children in their care. They undertake professional development to improve their practice. Staff talk daily about their provision and the activities that they have planned for the children. They ensure that all resources are available to children.
- The ambitious curriculum focuses on children's next stage in learning. Staff skilfully use a range of experiences to engage them. For example, children are recognising numbers. Staff integrate number recognition into activities such as painting, threading and singing. However, during group times, staff do not always differentiate activities fully to suit children's different ages and stages of development.
- Children use their imagination well and share ideas with each other. For example, when playing with construction toys, they play together and build a rocket. They discuss their construction and suggest adding extra blocks for the wings 'to make it go faster'. This shows how children implement their own ideas and can make links with their past learning and experiences.
- Children access a wide range of age-appropriate resources indoors and outdoors. They use these to develop a range of skills in all areas of the

curriculum. For example, outdoors, children run on the grass and use scooters to race around the play area, using their large motor skills. Indoors, children develop their fine motor skills as they squeeze, roll and squash play dough, or mark make with pens and paints. However, sometimes, staff stop children's exploration to start the next activity, meaning that the children's learning is prematurely stopped before its natural end.

- Staff are good role models for language and communication. They talk to the children during the day. Staff use a wide range of resources to aid communication, such as sign language, gestures and visual aids. This supports all children to be able to communicate and express themselves.
- Children show excitement as staff read the book of the month. They know the familiar story and shout out key words and actions as the story progresses. Staff introduce new words to the children's vocabulary. For example, the book refers to the balloon being 'big and getting bigger'. Staff ask the children what other words mean big. Children suggest words such as 'huge' and 'enormous'. This embeds past learning and encourages children to develop their already good vocabulary.
- Children with special educational needs and/or disabilities are well supported. They make good progress from their starting points. Staff use their knowledge and experience to ensure that all children have appropriate targets. They do not wait for results of referrals to action individual plans and support children's learning.
- Children's care issues are well catered for. Staff encourage children to wash their hands after play and before snack. They go outdoors daily for fresh air and exercise. Staff sit quietly with children and have cuddles and stories if they need extra support or some quiet time.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding procedures. They know the signs and symptoms of abuse and how to make a referral if they think a child is at risk of harm. Staff understand the procedures to follow if an allegation is made against a staff member. They carry out risk assessments of the provision, activities and resources to ensure that they are safe, clean and well maintained. Staff have current paediatric first-aid and safeguarding training. Managers and leaders have a strong recruitment procedure. This all ensures that children are kept safe.

What does the setting need to do to improve?

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

- ensure that the organisation of the day and group activities enhance all children's learning, particularly that of the younger children

- evaluate routines to ensure that children's independent play and learning comes to a natural end before they move on to the next activity.

Setting details

Unique reference number	2638314
Local authority	Staffordshire
Inspection number	10285708
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	2 to 4
Total number of places	96
Number of children on roll	29
Name of registered person	Cloud 9 Day Nursery Limited
Registered person unique reference number	2638311
Telephone number	01902 665099
Date of previous inspection	Not applicable

Information about this early years setting

Cloud 9 Day Nursery Limited originally registered in 2006 and re-registered in 2021. It is based in Wombourne, Staffordshire. The setting employs five members of childcare staff, all of whom hold relevant childcare qualifications at level 3. The setting opens from Monday to Friday, 8.30am to 5.30pm, all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.
- The inspector carried out joint observations of group activities with the manager.

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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