



Caldecote Day Nursery

Inspection report for early years provision

Unique Reference Number	200546
Inspection date	28 September 2006
Inspector	Jan Burnet
Setting Address	2a Caldecote House, Lancaster Road, Rugby, Warks, CV21 2QN
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Registered person	Mariana Dixon
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Caldecote Day Nursery was registered in 1995. It operates from three playrooms on the ground floor and three on the first floor in a converted building situated close to Rugby town centre. The nursery is open for 51 weeks of the year and operational times are Monday to Friday from 08:00 until 18:00. All children share access to a small outdoor play area at the front of the building.

A maximum of 49 children may attend the nursery at any one time. There are currently 56 children on roll and the average daily attendance is 33. Of these, 11 are funded three-year-olds and two are funded four-year-olds.

A team of 13 full-time and three part-time staff care for the children and 12 hold early years qualifications. Of these three are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is assured because hygiene routines and the nutritional value of their food are satisfactorily addressed by staff. Children are aware of the need to wash their hands before eating and after using the toilet and do so using anti-bacterial liquid soap. The risk of cross infection is minimal because cleaning routines are adequate and because parents are aware that their child should not attend if he or she has a contagious illness or sickness and diarrhoea. Children's best interests are served by a staff team well informed on accident procedures and their emotional well-being is addressed with good support and encouragement.

Children aged two years and under are developing physical skills and confidence with use of satisfactory sit and ride toys and climbing equipment, but outdoor space is limited and so older children regularly visit the park for use of large equipment. The risk to children from unsafe food is low because food hygiene is addressed well. Children's individual dietary needs are appropriately met and meals and snacks are satisfactorily nutritious. However, dining space is cramped and so staff are unable to sit with the children and discuss with them their preferences and healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children take part in activities in a welcoming environment. The nursery is light and bright and is decorated with children's art work. Children aged two years and over are cared for in three first floor playrooms and a dining room and children under two years play in a large carpeted room, creative activity room and a playroom used mainly by the older babies. Outdoor play space is small and is best suited to children aged two years and under. Children cannot leave the nursery unsupervised because the area is surrounded by secure fencing, however, this is a low-level wooden fence and so close staff supervision is the only way children's safety from unwanted visitors is assured.

Children's safety is jeopardized because minimum required staff to child ratios for children aged two years and under are not maintained at the beginning of the day up until 10:00 when all staff are on duty. Equipment is safe and risks of accidental injury to children are reduced because staff are vigilant and potential risks have been identified and appropriately addressed. Risk assessments satisfactorily show known potential hazards and measures taken to reduce the risk to children, for example close supervision in the outdoor play area. Children are aware of the evacuation procedure as it is practised regularly.

Children's welfare is appropriately safeguarded by staff who have a working knowledge of the signs of abuse and neglect and are aware of referral procedures. However, the nursery child protection procedure is kept in a file in the office area and although parents are invited to read all policies, most parents have not done so. As a result, parents are not aware of local procedures, contact telephone numbers for the police and social services and procedures to follow in the event of an allegation being made against a staff member.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled and happy in the childcare environment created by staff. They enjoy and get involved in activities. Children are placed in rooms according to their age and children aged two years and under are well supported by staff and experience an appropriate variety of activities on a daily basis. They benefit from a well-balanced routine and satisfactory resources. Babies are cared for on the ground floor and the needs of children under and over one year are met in separate rooms. All are well supported in accessing a creative play room and enjoy painting, sand and water play and gluing and sticking. The routine for all children includes group times for songs and stories, construction, books and puzzles. The needs of toddlers and babies are adequately met in the small outdoor play area and physically they are also challenged appropriately in one of their playrooms.

Children under three years experience a suitable range of activities and are provided with satisfactory resources to promote their learning. The outcomes for children from birth to three are addressed by staff who are beginning to use the 'Birth to three matters' framework to plan and provide effectively for young children. Staff record observations and are developing an assessment system that will aid them in planning the next steps for the children's play, learning and development. Relationships between the staff and children are good and children are happy and settled.

Nursery Education.

The quality of teaching and learning is satisfactory. Three and four-year-old children access a range of resources, which appropriately support their learning across all of the six areas of learning. They are keen to be involved in the variety of activities provided for them. Children are self-assured and inquisitive. They enjoy stories and with staff support they re-enact stories familiar to them. Children show independence in selecting and carrying out activities as they are able to easily select resources for a range of activities in well organised space. Snack time is organised on a café basis and children decide for themselves when they need something to eat and drink. Manipulative skills are good with daily use of dough, tools, threading toys and construction and children confidently use resources on the graphics table. Pencil control is developing well and children write for a range of purposes, for example, in role play situations when they write signs for the shop and menus for the cafe. Name cards are used effectively to develop the link between sound and letter.

Children count throughout their day and they are learning to recognise and name numerals. They are recognising and naming different shapes in their environment and they are developing an awareness of "more" and "take away". For example, each day they count the number of children present and then compare the number of boys and the number of girls and then discuss whether there are more children in either group. They enjoy singing and dancing and use their imagination whilst moving to music. Their physical skills are developing with catching and throwing games and with the use of challenging large equipment at the local park. They are learning about the effects of exercise on their bodies.

Children explore and investigate. The current topic is mini beasts and children are learning about and drawing insects. They use a magnifying glass and discuss the number of legs insects have and they discuss how worms, slugs and snails move because they have no legs. Children plant and grow and explore change when they cook and bake. Children have access to two computers every day and are developing control of the mouse. They explore texture and smell and they engage in role play based on their own experiences, for example, when using home corner resources.

Three and four-year-old children experience a variety of activities that satisfactorily promote learning and aids their development. Staff extend children's thinking and vocabulary by asking open-ended questions and by planning words to introduce to children's vocabulary that are linked to the planned activities. All staff record observations that link to learning, and assessment records are being reviewed so that they relate directly to the six areas of learning. However, staff do not use what they already know about a child to inform planning and lead the child towards the next step in their learning. Topics are planned for the year and include religious and cultural celebrations. Learning objectives for the group are then identified in medium term plans and then weekly activities are drawn up with the objective in mind. Use of time and resources is good as the routine is well balanced and the organisation of resources encourages children to become independent learners.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed and their individual care needs are known and appropriately met by staff. They are encouraged to talk about home and their experiences in order to appreciate and value each others' similarities and differences and they also celebrate different religious and cultural festivals through the year. Children's spiritual, moral, social and cultural development is fostered. They choose from a satisfactory range of resources that reflect diversity. Currently there are no children with learning difficulties and/or disabilities, or children who speak English as an additional language attending the nursery but staff have past experience and ensure that they work with parents and other professionals to meet each child's needs. The staff team is multi-cultural and multi-lingual and older children are learning to speak French.

Children behave well and play cooperatively. They are learning to take turns and share and they show consideration for others. Children respond positively to staff who ensure that behaviour is managed with the use of praise and explanation. Children are aware of the nursery's "5 Golden Rules" which are; to say please and thank you, to listen to each other, to walk when inside the nursery, to work together and to be kind.

The partnership with parents is satisfactory. Consistency of care for children is addressed with adequate written and verbal communication. Admission forms are thorough and all parents are given a "starter pack" which is a booklet containing information on the care of babies, toddlers and the Foundation Stage curriculum. Detail on the 'early learning goals' is also displayed. Parents are informed that their child's assessment records are available to them at any time on request and an annual open day is organised. However, information from parents is not included in records and so they are limited in being involved in their child's learning. All required policies and procedures have been drawn up and parents are informed that they are kept in a file in an

office area off the entrance hall. Daily diaries are written for babies up to the age of 18 months and include detail on food and drinks, sleep, nappy changes, activities and any other relevant information on the child's day.

Organisation

The organisation is inadequate.

Children are cared for in a clean and welcoming environment and space is organised to enable them to experience a range of play activities. Their welfare and care are generally supported with staff implementation of the setting's policies and procedures. However, inadequate organisation of staff shifts at the beginning of the day means that children's safety is compromised. The provider ensures that children's care is satisfactorily promoted by a high percentage of qualified staff. Resources and activities are easily accessible to all children and they are encouraged to become independent learners. Children benefit emotionally and educationally from the key worker system implemented since the last inspection.

Leadership and management of early education is satisfactory. The owner and manager demonstrate a commitment to improving nursery education and have addressed actions raised at the time of the last inspection. They recognise where improvement is necessary and welcome support from the local authority. Team members demonstrate a commitment to developing their skills and knowledge. Systems are in place to monitor the quality of education for three and four-year-old children.

All required policy statements are included in a file that parents are invited to read, but many parents have not done so. Legally required documentation is in place and is kept up to date and in satisfactory order. Overall, children's needs are not met.

Improvements since the last inspection

At the time of the last inspection the provider was asked to develop staff knowledge of the stepping stones and early learning goals within the Curriculum guidance for the foundation stage and ensure that observation and assessment and information from parents are used effectively to inform planning for individual children. This has been addressed in part. Staff record observations and know the children in their groups well, they are reviewing assessment records and in practise challenge children at different levels effectively. However, they do not plan for individual children and do not involve parents in planning. The provider was asked to ensure that children practise moving in a range of ways, observe the effects of exercise on their bodies and have regular access to large equipment that will challenge them effectively. All of these issues have been satisfactorily addressed and children are developing well. The provider was asked to provide opportunities for children to learn the link between sounds and letters and use writing as a means of recording and communicating. Children are developing pencil skills with daily use of a graphics area and including writing in role play situations. They use phonics to make the sound of the first letter in their own name and during group time each day they choose the day of the week and the month. The provider was asked to ensure that children have opportunities to operate independently within their environment, to explore and investigate and engage in role play based on their own experiences. All of these issues have been addressed with planned activities and daily access to role play resources.

The provider was asked to address three childcare recommendations; to make sure that staff use their observations to plan the next steps for the children's play, learning and development; develop risk assessments to include risks and hazards indoors and out, including equipment, materials and procedures and to ensure the confidentiality of all records. Staff responsible for children aged under three years record observations and are reviewing assessment records so that they are able to use information to effectively plan for each child. Risk assessments have been developed to address children's safety and separate pages in record books are now used for each child to ensure confidentiality.

Complaints since the last inspection

In June 2006 concerns were raised regarding staff lacking experience, not meeting children's individual needs, behaviour management, accidents not being recorded and the alleged inappropriate disciplining of a child by a member of staff. These concerns relate to National Standard 1: Suitable person, National Standard 2: Organisation, National Standard 3: Care, learning and play, National Standard 6: Safety, National Standard 7: Health, National Standard 11: Behaviour, National Standard 12: Working in partnership with parents and carers, National Standard 13: Child Protection and National Standard 14: Documentation. In order to investigate the allegations, a Childcare Inspector visited the setting unannounced. During the visit the inspector reviewed policies and procedures, interviewed staff and made observations. As a result of the enquiries made and evidence gathered, a Childcare Inspector Team Manager is satisfied that appropriate policies and procedures are in place and are being followed with regard to Suitable person, Care, learning and play and Health.

However, actions were set under National Standard 2, regarding the allocation of key workers and the exchange of information with parents and National Standard 6, to conduct regular risk assessments. Three actions were set under National Standard 11, to ensure the recording of incidents, ensure correct behaviour management, and appointing a member of staff responsible for behaviour management. Actions were also set under National Standard 12, to maintain a record of complaints in line with Ofsted guidelines, National Standard 13, to ensure staff awareness of current child protection procedures and National Standard 14, to notify Ofsted of allegations against members of staff. The provider is required to have addressed these actions within a set timeframe and Ofsted will monitor the provider's response. Ofsted can confirm that the Provider remains qualified for registration.

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- make sure that minimum required staffing ratios are maintained
- make sure that child protection procedures are shared with parents before admission to day care.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that assessment records include information from parents and use information effectively to plan the next steps for individual children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk