

Caldecote Day Nursery

Inspection report for early years provision

Unique Reference Number	200546
Inspection date	09 August 2007
Inspector	Jan Burnet
Setting Address	2a Caldecote House, Lancaster Road, Rugby, Warks, CV21 2QN
Telephone number	01788 542337
E-mail	
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 72 children on roll and of these 27 are funded three and four-year-olds.

A team of 16 staff work with the children, full and part-time. Of these, 11 hold early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's good health is not satisfactorily protected because routines for hygiene and food safety are not practised appropriately by all staff. Older children are aware of the need to wash their hands before eating and after using the toilet and they know that this results in, 'germs not getting in our tummies'. Staff are aware that children's health is best protected with the use of anti-bacterial liquid soap, but dispensers are empty and so children share small bars of soap left in sinks unless staff give the liquid soap to them. Children aged under two and a half years do not begin to gain an awareness of personal hygiene. Instead of these children washing their own hands at small sinks in their bathroom, staff clean their hands with wipes that are provided for when nappies are changed. The risk of cross-infection is minimised at sleep times because individual sheets for young children are identified, however, in cooler weather staff are not clear that the same practice will be applied for use of blankets. In order to protect children's health, parents are aware that their child should not attend if he or she has a contagious illness or sickness and diarrhoea. However, potentially children's health is at risk because the food hygiene practice of some staff is inadequate. There are three fridges in the premises and all operate at a temperature above the required safe range. Temperatures are recorded daily but no steps have been taken to address this, even though five staff have completed food hygiene training within the past three years. On the ground floor one of the two fridges is used to store bottles of formula milk for babies and is operating at 12 degrees centigrade. The other fridge is grimy and in a poor state of repair. The problem of damp on walls in the ground floor playroom and kitchen has been resolved since the last inspection, but the problem is now emerging in the adjacent bathroom. The provider explains that plans have been made to rectify this in the same way as in other areas.

Requirements are met with regard to accident and medication records and children's best interests are satisfactorily served with staff's implementation of accident procedures. Ten staff members hold in-date first aid certificates, five having renewed certificates in 2007. Conflicting information has been received on different training courses with regard to the content of the first aid box and as a result this is currently minimal. Children aged two years and under are developing physical skills and confidence with use of satisfactory 'sit and ride' toys and climbing equipment in the small outdoor area. Older children's needs are met with regular use of equipment at the park. Children's individual dietary needs are appropriately met and meals and snacks are satisfactorily nutritious. Lunch is cooked at a local school and then transported to the nursery. Temperatures are checked to ensure a safe hot temperature has been maintained before the food is served to the children. Older children benefit from a 'rolling' snack that encourages their independence as they are able to choose when to eat their fruit and are encouraged to pour their own drinks. Children's emotional well-being is addressed well by staff and children are happy and settled.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children take part in activities in a welcoming environment and the nursery is decorated with children's art work. Children aged two and a half years and over are cared for in three first floor playrooms and a dining area. Younger children are cared for on the ground floor and play in a carpeted room best suited to babies, a creative play and dining room, and a playroom used mainly by two-year-olds for some periods of time each day. Outdoor play space is small and is

best suited to children aged two years and under. Children cannot be left unsupervised because the area is surrounded by 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. Improvement has been made at meal times since the last inspection as on the first floor the creative playroom is now made available instead of all pre-school children and toddlers being cramped in the dining room. Within each area equipment, toys and furniture are provided which are appropriate for their purpose. Independence is encouraged as children are able to select resources from low-level shelving.

Children are aware of the fire drill because it is regularly practised and fire drill records are thorough. Extinguishers and blankets are provided in all areas but have not been checked since 2005. On the first floor of the nursery, staff generally ensure that safety is appropriately addressed and children are learning how to keep themselves safe. They explain, for example, safe use of the stairs, holding hands when out walking, crossing the road safely as they look and listen, looking for the green man when using the pedestrian crossing and safe use of scissors. However, the safety of all children is compromised in the outdoor area because the wooden fencing is in a poor state of repair and because climbing equipment is used close to a concrete path and without the use of safety mats. Issues relating to the premises and staff practice impact upon children's safety on the ground floor. No steps have been taken to ensure that any paint flaking off rotten window frames does not pose a hazard and staff do not monitor the temperature of water in the children's bathroom, which was found to be very hot on the day of inspection. During a recent spell of hot weather, 'free' standing electric fans have been used and these have not been made inaccessible to the children. Written risk assessments for all areas are not reviewed and so any changes to the premises with action taken to minimise risks are not identified.

In practice children's welfare is adequately safeguarded by staff who have a basic working knowledge of the signs of abuse and neglect. The Warwickshire Safeguarding Children Board referral procedure is displayed around the nursery and the manager, a designated person and a staff member have attended training since the last inspection. However, children's safety is compromised because the displayed nursery procedure for reporting concerns is inadequate and has not been changed since the last inspection. The provider has drawn up a policy containing satisfactory information but has not yet shown staff or parents the up-to-date information and therefore they are not aware of nursery procedures, including those to be followed in the event of an allegation being made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled in the suitably stimulating environment created by staff. They confidently select resources and get involved in activities. Children make progress because staff use their knowledge of child development to challenge them effectively. Key workers for children under three years regularly record observations and complete assessment records with the use of the 'Birth to three matters' framework. Some staff use this framework to plan objectives for their group and some staff plan for the next steps for individual children, but this practice is not consistent and therefore does not benefit all children.

Children are supported well by staff. Babies explore resources that promote the development of their senses and their emotional needs are well met. Children aged two years begin to learn colours and shapes, develop good manipulative skills and enjoy looking at books. They are encouraged to count as they play and some older two-year-olds are beginning to recognise

numerals. They have daily access to role play and small world resources, sand and water play. They explore malleable materials, can choose to take part in art and craft activities and can select construction toys and puzzles. Language development is promoted well by staff.

Nursery Education.

The quality of teaching and learning is good. Three and four-year-old children access a good range of resources, which support their learning across all of the six areas of learning. They are keen to be involved in the variety of activities that meet their needs, either when supported by adults or when playing independently with activities chosen by themselves. Children are imaginative and inquisitive. For example, current role play links to a transport theme and children have used large cardboard boxes to make a train. They have painted the carriages in bright colours and use small plastic chairs for passenger seats inside each one. They take turns to dress-up as the train driver and have made their own train tickets which are collected from passengers by the ticket collector. In the ticket office children write down telephone messages.

Four-year-old children have developed good pencil skills and three-year-olds are making good progress. Graphics resources are available at all times. Children recognise their names as they select cards for self-registration and at snack and lunch time before sitting at the table to eat. They listen intently to stories and confidently answer questions asked by the reader. Children are learning to speak in turn and listen to others. They behave well and are aware of behaviour rules. These are discussed at group time as children look at the pictures that represent desired behaviour. The staff member asks what a card means and a child confidently answers, 'we walk in nursery'. She then asks why and a child says, 'because if we have scissors we could hurt somebody'. Another child says, 'we must walk and hold them down'. The staff member asks, 'why do we do good listening?' and children reply, 'so we can all hear'.

Children competently use small equipment and tools as they use a knife and fork to cut their own food at lunch time and have daily access to scissors, pencils, glue sticks, a hole punch and pencil sharpeners. Regular visits to the park adjacent to the nursery are made so that children can develop climbing skills, they develop control of their bodies whilst moving imaginatively to music and they practise catching and throwing skills. Opportunities to use 'sit and ride' toys are limited due to the small outdoor area and there is a lack of equipment which is suitable for older children.

Mathematical development is good. During group time at the beginning of each session, children sit in a large circle and enthusiastically put hands up to answer questions on, for example, the day of the week and the date. They identify that yesterday was the seventh of the month and they then count to find out what number comes after seven. When they decide on eight, they discuss and choose the numeral to place on the board. They then talk about the month, year, weather and season. Children are beginning to calculate. For example, all boys are asked to stand and a child volunteers to count them. The girls are then counted and children discuss whether there are more girls or boys. Another boy then arrives and children are reminded that there were 10 boys so, 'how many are there now with one more?'. Older and more able children confidently give the correct answer.

Children enjoy opportunities to explore and investigate. They explore their senses whilst baking, for example, when making ginger bread 'houses' they talk about the texture and taste of syrup. On nature walks they collect flowers and then on return to the nursery they copy them when painting. Children develop an awareness of their own needs in relation to the needs of other living things as they grow cress heads, runner beans and sunflowers. They explore the local

environment as they visit a travel agency, the town library and shops. They have also visited a baby clinic and watched small babies being bathed and weighed. This experience was then repeated by children in their role play. Children have daily access to a computer and are developing good control of the mouse.

Pre-school staff have a sound knowledge of the Curriculum for the foundation stage and all children experience activities that stimulate and challenge. The range of planned and spontaneous activities is good and routines are well balanced. Children enjoy additional activities provided by visitors to the nursery, for example, music and movement sessions and lessons with a French teacher. Planning is good and staff continually record observations which are then transferred to assessment records. Plans identify child led activities, resources and adult led activities that link to planned learning objectives. These activities are evaluated and 'differentiation for younger children' is recorded. Therefore, assessment is used to inform planning for some children but not for all and so potentially this has an impact on their progress towards the early learning goals.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed and their individual 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 other's similarities and differences and they 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 special needs 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.

The partnership with parents and carers 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 Foundation Stage curriculum and care of babies and toddlers. Detail on the six areas of learning is also displayed in the entrance hall with explanation on each area and photographs of children taking part in different activities. Annual parents' evenings are organised and progress records are shared. Parents are also invited to look at records during the year. However, information from parents is not used to inform planning for their child. Information on complaints is displayed but does not include the revised regulations of October 2005, with regard to the provider's response to written complaints and parents' rights to access records. Potentially this impacts upon the quality of the service provided.

Children behave well and play cooperatively. Throughout the nursery, staff promote the 'Golden Rules' and ensure that behaviour is managed with the use of praise and explanation. The rules reinforce their positive approach to managing behaviour, for example, 'good sitting', 'good looking' and 'good turn taking'.

Organisation

The organisation is inadequate.

The provider ensures that children's education is satisfactorily promoted, but management procedures are not robust enough to ensure that staff use their experience and skills to

satisfactorily meet children's care needs. Even though staff attend training courses there is no system in place to ensure that all staff, and so ultimately all children, benefit from the knowledge gained, specifically with regard to food hygiene procedures. Staff records are not checked, there are no cleaning schedules for kitchens and bathrooms and there is no system in place to review risk assessments or policies and procedures. Systems in place for recruitment and selection are satisfactory but staff contracts, job descriptions, appraisal and disciplinary procedures are weak and do not ensure that satisfactory outcomes for children are maintained by all staff. A high percentage of staff are qualified and systems for collating information on staff clearance, training and qualifications have been improved since the last inspection. Staff organise a range of stimulating activities for children and ensure that resources and activities in playrooms are easily accessible. Policy statements are kept in a file kept in the reception area but at the time of inspection a reviewed child protection procedure was not included and the complaints procedure did not contain up-to-date information. Legally required documentation is in place and is kept in satisfactory order.

Leadership and management of early years education is satisfactory. The nursery owner and manager ensure that children's education is promoted well by staff in the pre-school room. All work as a team and are clear of their roles and responsibilities. Advice from other professionals is welcomed in order to improve practice and outcomes for children. Staff plan interesting activities for the children and systems are in place to monitor and evaluate the planning system. Improvement has been made since the last inspection with regard to planning for individual children but is still not in place for all.

Overall children's needs are not met.

Improvements since the last inspection

Compliance notices served following the last inspection are detailed in the complaints section of this report. At the time of the last inspection an action was also raised to ensure that the kitchen conforms to environmental health and food safety regulations. This action has not been satisfactorily addressed and is being repeated following this inspection. Since the last inspection some improvement has been maintained, but risks to children remain as a result of unsatisfactory practice with regard to hygiene, food hygiene and written child protection procedures.

There were two recommendations raised to improve the standard of nursery education. The provider was asked to improve the use of the planning evaluation to plan individual next steps in children's learning. Some improvement has been made as assessment is used to inform planning for some children, but not for all children. The provider was asked to improve the organisation of the lunch time period to ensure children have opportunities to benefit from learning through practical activities and have space to develop social skills. Children now have more room to eat their meal as space in the creative playroom is now used at mealtime. They help to set the tables and there is enough space for staff to sit with the children and encourage them to treat the meal time as a social occasion.

Complaints since the last inspection

On 27/02/2007 compliance notices were served to the Registered Person of Caldecote Day Nursery. Ofsted conducted an announced visit and meeting with the provider. The notices served were as follows: concerns in relation to staff suitability, this relates to National Standard 1; the condition of the premises, this relates to National Standards 4 and 6; staff not being

aware of good hygiene practice, which relates to National Standard 7; the written statement for the arrangements in place for the protection of children, this relate to National Standard 13; the availability of records, policies and procedures, this relates to National Standard 14. The provider has responded to these notices. The provider cooperated fully throughout the visit. Ofsted found that the provider had met the requirements of the compliance notice. The provider remains qualified for registration.

On 10/05/2007 Ofsted received a concern regarding security of the outdoor gate and hygiene of the bathroom provision. A further concern was received on the 17/05/2007 regarding staff ratios, deployment of staff and Criminal Records Bureau (CRB) clearance. Ofsted carried out an unannounced visit to the provision on the 25/05/2007 to look at all the concerns raised against National Standards 1 (suitable person), 2 (organisation), 6 (safety) and 7 (health). The inspector found that hygiene in the bathroom was being satisfactorily addressed. Fencing and gates are low but this has been included in the risk assessment and any risk is reduced due to low numbers and close supervision, and therefore security is satisfactory. Required staff to child ratios were being met. However, there was a staff member working in the baby room, who had been left unsupervised and has not yet received CRB clearance. Therefore an action has been raised against National Standard 1 to 'ensure that any person who has not been vetted is never left alone with the children'. A satisfactory response to the action given was received on 27/06/2007 and the provider remains qualified for registration.

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 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:

- ensure that all staff have the appropriate experience, skills and ability to do their jobs
- ensure that staff are aware of good hygiene practice in order to prevent the spread of infection
- ensure that staff responsible for the preparation and handling of food are fully aware of and comply with regulations relating to food safety and hygiene
- make sure that the kitchens conform to environmental health and food safety regulations
- review and extend risk assessments so that changes to the premises are identified and action taken to minimise identified risks; for example, food safety, state of repair of windows and exterior fencing, use of outdoor climbing equipment, regulating water temperature
- make sure that fire blankets, extinguishers, alarms and smoke detectors are checked to the frequency specified by the manufacturer and kept in working order

- make sure that electrical appliances do not pose a hazard to children, for example, electric fans
- ensure that staff and parents are aware of child protection procedures that include procedures to be followed in the event of an allegation being made against a member of staff.

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):

- develop systems for using observation and assessment, and information from parents, to plan the next steps towards the early learning goals for all children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk