

**Caring Daycare - Woking Childrens Centre**  
Inspection report for early years provision

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<b>Unique Reference Number</b>	EY274103
<b>Inspection date</b>	11 March 2008
<b>Inspector</b>	Carol Readman
<b>Setting Address</b>	Caring Daycare Nursery, Caring Daycare House, Blackmore Crescent, Woking, Surrey, GU21 5NZ
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<b>Registered person</b>	Caring Daycare Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Crèche

## 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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Caring Daycare is a long established provider of care and education. The Woking children's centre was purpose built and opened in January 2004. It is situated close to the recreation ground in Sheerwater, adjacent to the community centre. Children are grouped according to their ages and needs, and make use of the main areas on the ground floor of the building, an enclosed outdoor play area is also available for outdoor play.

There are currently 84 children, on roll aged from 0 to five years. This includes 25 children who are in receipt of government funding for nursery education. Children attend for a variety of sessions. The setting makes provision for children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery opens five days a week. Sessions are from 08.00 until 18.30 all year round excluding Christmas and Bank Holidays.

There are 14 members of staff that work with the children. At least nine members of staff have a recognised early years qualification. There are three members of staff on training programmes. There are nine members of staff that hold a current first aid certificate.

Caring Daycare embraces the Montessori philosophy throughout the nursery, although a variety of teaching methods are used. They are members of the National Day Nurseries Association.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean and bright setting where staff practice very good routines to ensure that the setting is very clean at all times. There are clear routines for changing nappies and taking children to the toilet that protect children from infection and cross infection. Staff wear aprons and gloves and ensure children are clean and comfortable. These routines, consistently applied, protect children from infection. However, basic precautions such as holding your hand in front of your face and turning away when coughing and sneezing to prevent the spread of germs are not consistently practiced.

The children benefit from a balanced and varied diet. Outside caterers provide cooked food. Stringent routines ensure that all food served at the setting is at the correct temperature and served by staff who have completed food hygiene courses. The weekly menus are displayed and all meals contain food from all the five major food groups. The amount each child eats is recorded as part of the child's daily record sheet and shared with parents. Monthly feedback sheets allow staff to account for children's preferences and helps to form future menus.

Children have excellent opportunities to enjoy an active lifestyle and make excellent use of the outdoor areas. In cold and wet weather they wrap up warmly, put on wellington boots and go outside to splash about in the puddles. Older children benefit from free flow play and take advantage of a covered area to play outdoors, even when it rains. They dig in the sandpit and ride around a track on tricycles. This gives children excellent opportunities to enjoy the outdoors and to develop good co-ordination and large muscle skills. There is a wide variety of equipment to develop small muscle skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a secure environment where good security measures mean uninvited visitors may not enter and children cannot leave unsupervised. The setting is bright and inviting to parents and children. Warm greetings from the manager or her deputy help all to feel welcome on arrival. Certificates for the numerous courses that staff have attended are displayed on the wall of the entrance lobby. This helps parents feel confident about the service offered. Displays of children's work throughout the setting give children a sense of value and belonging.

There is a wide variety of stimulating, good quality toys and equipment throughout the setting. Excellent washing and sterilising routines ensure that toys and resources are clean. Careful checks ensure that resources are complete and kept in a safe condition. Children have good access to the resources that are displayed on shelves around the room.

Thorough written risk assessments and daily visual checks ensure that children play in a safe and secure setting. However, children are not always reminded to ensure that they practise safe procedures, such as carrying equipment safely. Staff have a clear understanding of child protection procedures and are fully aware of their responsibilities to safeguard children's well-being. This gives top priority to children's welfare.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children throughout the provision are particularly happy and relaxed. There is thorough, detailed planning for all ages. This ensures that all areas of development are included so that the broadest curriculum is covered. Staff are skilled at presenting the activities in fun and encouraging ways. As a result, children relish their time at the setting. They are keen to arrive and join their friends in play.

All the children enjoy their time immensely with friendly and extremely caring staff. The youngest children have great fun as they knock over brick towers or dance around to music in a fun session. Staff take them for walks, pushing the babies in triple buggies. Older children learn independence skills and to socialise with others as they play at going on a picnic. Staff observe their key children's achievements and are quick to identify next steps in children's development. Excellent relationships means that all are very happy and feel secure at the setting.

### **Nursery Education**

The quality of nursery education is outstanding. Staff carefully plan to include all areas of learning for the children. This broad curriculum is an excellent foundation to meeting children's educational needs. Staff plan successfully for children's next steps in development using their initial profiles and careful observations. Key workers work with small groups of children during 'family time' to support children's progress towards early learning goals. Key workers pick highly suitable activities that match the children's learning styles. For example, playing energetic listening games, such as 'Simon Says' with children not yet ready to sit still for longer stories. Children learn good independence skills at all times during the day. For example, at lunch time children learn to ask for what they want to eat and to carry it to the table. They sit to enjoy their meals, socialising with their friends and the staff. When they have finished they clear away their own plates.

Children develop good listening skills as they play games, or read stories, with their key workers. They learn to take turns in telling each other about what they saw and felt in the outdoor area. This very good facility fosters physical development as children ride tricycles and learn to dig in the sand pit. Children are keen to learn and are becoming competent learners as they discuss the differences between wet and dry sand. They readily take part in planting seeds and watching them grow. They peer into the caterpillar house excitedly searching for the caterpillars and explaining how they will change into butterflies. Children are learning phonetic letter sounds and are confident to try to read words. They can find their own trays and help each other to put away artwork that is to go home. They play highly imaginative games together, writing lists of food and going on pretend picnics. Children make particularly good use of the computer, using it to develop mathematical and reading skills.

Staff skilfully encourage children to match shapes and to count how many they have. They can describe objects, such as triangles in terms of shape size, colour and position. Children sing rhymes to learn about adding one more, or taking one away. They learn to solve problems such as what could you use to draw a circle on a piece of paper. Overall, children are extremely confident and competent learners. Given their starting points and capabilities, children make particularly good progress towards early learning goals, and are very well supported by dedicated and enthusiastic staff.

## **Helping children make a positive contribution**

The provision is outstanding.

Children at the setting are valued as individuals by a team of professionals that put the welfare of the children at the very heart of the provision. Children learn kindness and respect for others. Posters and wall displays support children in learning to view all members of a diverse society in positive ways. The needs of all, both staff and children, are treated with respect. This provides children with excellent role models and helps them understand cultural needs and religious beliefs.

Children benefit from a consistent management of behaviour throughout the setting. Staff gently remind children to use their 'walking feet' when in the nursery and use praise to encourage appropriate behaviour. Staff are particularly good at giving explanations of their praise. For example 'Well done, you put your coat on all by yourself'. This helps children understand what is expected of them and results in children who behave extremely well. Children's spiritual, moral, social and cultural development is fostered. Children have quiet times to reflect and learn to play together. There is great respect for all cultures and provision for culture needs.

Children with learning difficulties and/or disabilities receive high quality care. The special needs coordinators ensure that all children's needs are very well assessed and individual plans are put in place to promote development. They are very sensitive to the need for parents to be supported when a child is first identified as needing extra support. This helps parents to understand their child's needs and for all to work together to provide maximum support.

The partnership with parents is outstanding. From the very first contact with parents staff are extremely helpful in providing information about the setting. They provide a useful booklet after parents first visit reminding them of all the services that the provision offers and highlighting the parent link groups and educational evenings where parents can learn about the Foundation Stage. This gives parents excellent opportunities to participate in a range of fun, stimulating activities their children enjoy and demonstrates how the children learn through their play. There is a notice board where parents can see what their children have been learning and there are suggestions on how parents can further extend their children's learning. Parents are very happy with the care and education their children receive.

## **Organisation**

The organisation is good.

The setting is well organised to care for children. Staff and senior management work closely together to ensure that the provision offers high quality care. They continuously evaluate and look to how they might further improve the day care provision they offer. They look to ways to extend this support to children in the wider community. All are dedicated to promoting positive outcomes for children.

There is a strong commitment to staff training and staff receive every opportunity to update their training and extend their qualifications to benefit children. This allows all to flourish at the setting. Staff work effectively as a team to promote the well-being of children. All the necessary paperwork is in place. However, the main register and room registers are not always consistent. This could cause confusion in the event of an emergency. Comprehensive policies and procedures mean that staff are sure of their roles and clear about the running of the setting.

The purpose built children's centre is very well used and carefully planned room layouts maximise learning and care throughout the setting. Excellent additional facilities provide a place where parents and carers can work together with a range of professionals to provide wider services for children. For example, there is a children's health clinic and a drop in session where parents and carers have opportunities to learn about their children's education. The setting provides a crèche so that parents and carers can attend childcare courses.

The leadership and management of the nursery education is outstanding. The management team have a clear vision of providing high quality care and all the staff work extremely hard to foster a tremendously happy, relaxed learning environment where children thrive. Staff at the setting continually monitor and evaluate the activities and experiences offered to the children to ensure that the activities allow children to progress to their maximum potential. The setting supports each individual child's play and developmental needs in a holistic way in accordance with the setting's philosophy. Staff foster understanding and respect that generates confidence, trust and independence through effective care and key working in partnership with parents. This is a provision where every child matters. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provision was asked to make sure that all staff understood their roles and responsibilities in the event of a fire. Every room carries a comprehensive plan of the building and fire exits and staff practise evacuation procedures regularly to ensure that all know exactly what to do in the event of a fire. This improves the safety in the event of an emergency.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

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

- ensure that children learn to keep themselves safe especially when carrying tools and equipment

- review the child registration system.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)