

# The Royal School Daycare

Inspection report for early years provision

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**Unique Reference Number** EY362488

**Inspection date** 14 April 2008

**Inspector** Gill Moore

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**Registered person** The Royal School Haslemere

**Type of inspection** Childcare

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

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The Royal School Daycare opened September 2007. It operates from a detached property in the school grounds and serves families from the local and wider area. Accommodation includes three main play rooms, a sleep room, toilet and nappy changing facilities and an enclosed outside play area.

The day care facility is registered to provide care for 18 children under three years and there are currently 22 children on roll. The day care facility is open Monday to Friday 08:00 - 18:00 46 weeks of the year. Children can attend for a variety of sessions or on a full time basis.

The school employ a qualified day care manager to be responsible for the day to day running of the facility. In addition, two qualified staff work directly with the children.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean and warm environment where good standards of hygiene are maintained throughout. Practitioners wear disposable gloves and aprons when changing children's nappies and all changing areas are sprayed afterwards, minimising the risk of infection. Detailed information is obtained relating to their medical history and children's health is promoted in an emergency situation because written parental consent is requested to seek medical treatment and advice. Practitioners have suitable first aid training and secure procedures are in place to respond to accidents and keep accurate and detailed records sharing these effectively with parents. Babies and young children begin to gain an understanding about how to look after their bodies using individual face flannels to wash their hands and faces.

Children benefit enormously because they receive a healthy balanced diet as all meals and snacks are provided and main meals prepared by school cooks. They are offered a wide and varied diet, which is rotated every three weeks. All children's individual dietary requirements are fully respected and accommodated when planning menus. Hot nutritious meals, such as roast dinners or chicken and ham pie with potatoes and varied vegetables are served for lunch, whilst lighter options, including a range of filled sandwiches or wraps, bagels, cheese cubes and salad vegetables are offered at tea time. Children have deserts, such as sponge puddings, jelly and yogurts, breakfast is also included and regular fruit is provided for snacks across the day. Babies develop high levels of independence as they are encouraged to help feed themselves and all children and practitioners sit together for meals and snacks, which helps promote good social skills and table manners.

Children have ample opportunities to engage in physical activities every day, both inside and out, and benefit from going on walks in the wonderful grounds within the school. Young children learn to successfully negotiate steps to the slide independently and enjoy playing on see saws and using the trampoline. Children use a wide range of apparatus, including soft play equipment, tunnels, bicycles and climbing equipment developing their physical skills and spatial awareness. Suitable resources are available to support babies in learning to sit, crawl and walk unaided and children benefit from weekly opportunities to use a range of sports equipment in the school hall. Children wrap up in scarves, hats and boots when playing outside in cold and wet weather and talk about why this is important. As a result, young children begin to understand the importance of regular exercise and how this contributes to maintaining a healthy lifestyle.

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

The provision is good.

Children benefit enormously because the learning environment is extremely stimulating, warm and safe. Excellent use is made of the indoor space enabling children to wander freely and safely around the main areas used. Practitioners organise this effectively and the presentation of the wonderful environment maximises learning opportunities and encourages children to develop high levels of independence. The outdoor area is safe and secure and is regularly used by children across the day. Children's safety is ensured when using play equipment and resources because highly effective procedures are implemented to ensure these are safe, sterile and cleaned regularly. This is included as part of the formal risk assessments as well as daily checks and cleaning procedures. Children have use of an extremely good range of furniture, equipment

and play provision, suitable for their age and stage of development, which ensures their individual needs are fully met.

Children's safety is ensured during the time they spend in day care because practitioners are vigilant and ensure risks and hazards are removed within the setting. For example, all doors are locked, plug sockets are covered and stair gates are used to prevent children from accessing specific areas, such as the kitchen and stairs. Formal risk assessments include detailed information about how risks and hazards are minimised and what action is taken. In addition, daily checks are implemented before children arrive and once they leave. Monitors are used to promote the safety of sleeping children and practitioners check children regularly, keeping a log of when these have been carried out. Practitioners make very good use of play opportunities to help children learn how to keep themselves safe. For example, they talk about the iron being hot and the dangers of touching the cooker when it is on as they engage in imaginative play. Children are encouraged to learn to take risks, for example climbing the slide unaided, with appropriate support and in a safe and secure environment. Fire drills are practised and evaluated as part of the school drills, although procedures to practise more regular drills independently and keep evaluations of these have not yet been introduced.

Children are protected and safeguarded from harm because all practitioners have a secure knowledge and understanding about their role with regards to protecting children in their care. They have relevant training and experience and implement day care, school and local child protection procedures effectively ensuring the well-being of every child. Secure procedures are in place to ensure children are cared for by suitably qualified staff and never left alone with anyone who has not been vetted. Detailed information is obtained and discussed regarding the arrangements for the collection of children to ensure practitioners are informed of who can and cannot collect children from their care.

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

The provision is good.

Children enjoy a wonderful range of play experiences in a highly stimulating and nurturing early years environment. They make rapid strides in their development because practitioners have a secure understanding about how young babies and children learn. They make excellent use of the Birth to three matters framework to plan activities and assess individual progress, and use their knowledge of children to adapt their teaching and questioning techniques. This ensures every child is fully supported in developing their skills and knowledge before being introduced to new ones and consequently develops at their own rate. The routine of the day and the presentation of the learning environment provide wonderful opportunities for children to make their own decisions about what they play with as well as participating in planned activities. Children confidently select their own resources displaying extremely high levels of independence and a strong sense of self assurance. They have wonderful opportunities to explore and investigate, be creative and express their imagination through independent play.

Babies explore their senses examining a range of natural objects, including sponges, cones and brushes through the use of treasure baskets. They snuggle in with practitioners sharing stories and rhyme and squeal with delight as they shout to wake the scarecrow up. Children become skilful communicators learning new words from practitioners and copy language introduced. Their learning is enhanced because practitioners pick up on children's individual interests and make excellent use of opportunities through play to promote and extend their learning. For example, much interest is promoted amongst children when one child talks about his new 'Noddy' slippers with the practitioner. Children begin to discuss what they wear on their feet

and compare size. Their understanding of weight and measure is developed through playing with a range of resources using sand and water. Further opportunities are provided for children to explore their senses and be creative using media; including jelly and corn flour and they investigate how things change when mixing coloured paint.

Interaction between practitioners and children is superb. Practitioners sit and lie on the floor with children helping them to build on their ideas and explore these through play. Children learn how to use the stethoscope and practise listening to heart beats. They make different animal noises, giggling with practitioners, and work out how to build the fence counting the different sections and using good mathematical language. Children imitate the role of the practitioner and enjoy making marks on paper, which they attach to clipboards. In their imagined play they write shopping lists and dress their babies before taking them for a walk. Children iron, cook and wash clothes in the role-play area, talking about how mummy does these things at home and delight in looking at themselves in the mirror when they try on the sunglasses. Overall, children laugh, smile and are totally engrossed in their play. They dance happily around the room clanging cymbals and banging the drum to accompany their singing and are extremely settled and familiar in their environment. Children benefit from daily opportunities to use the outside area, although this learning environment is not yet developed to its full potential.

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

The provision is good.

Every child is highly valued and their strengths and individual potential truly recognised and nurtured. Children display exceptionally high levels of self assurance and belonging to the day care setting, which promotes a fully inclusive environment. Practitioners have an excellent knowledge and understanding of each child's individual needs and family and home circumstances. They work exceptionally with parents and carers, and outside agencies where appropriate, to ensure they can fully cater for every child. Children learn to value themselves and one another and are encouraged to recognise their strengths. Babies are reminded to 'play nicely' and practitioners explain to children why they need to take turns. They begin to learn behaviour boundaries, for example children are asked to sit down on their chair while they are eating snack. Children develop high levels of independence learning to feed themselves and taking off their shoes to put on their slippers. Older children help and support younger peers showing a very caring attitude towards one another. For example, an older child helps a younger child to put on his trousers when he gets changed because he is wet following water play.

Children's awareness of diversity is promoted through discussions about themselves and their families and those who live around them. They play with resources reflecting positive images of culture, gender and disability and display exceptionally high levels of self assurance showing a positive attitude towards themselves and their peers. Children participate in activities linked to special events and festivals, which increases their awareness of who and how people celebrate some occasions. For example, they make individual dragons and masks as part of their Chinese New Year celebrations and dance to Chinese music as they form part of a whole school parade. Christmas parties, sports days and Easter parades are other examples of how parents and family members are encouraged to play a more active role in the setting.

Children benefit immensely because practitioners secure wonderful relationships with parents and a strong emphasis is placed on working in partnership with them. Detailed information is obtained, both formally and informally, about children's home and family circumstances as part of the registration process. Parents provide written information about their child's routines, amongst other things, which helps to provide practitioners with a secure understanding about

their individual family circumstances and enables them to communicate with children about things that are happening at home. Parents are exceptionally well informed about the day care facility through a number of ways. They receive comprehensive weekly newsletters and are encouraged to increase their understanding of how young children learn and play. Parents have recently been provided with detailed information about heuristic play and asked for help in contributing items to develop a more extensive range of treasure baskets. Information about each child's day is shared informally and through the implementation of daily diary sheets, which really ensures parents are informed about what their child has been doing. Regular opportunities are available for parents to discuss children's developmental progress and share their assessment records. The setting fosters an extremely positive family ethos and parents and grandparents are invited to engage in 'stay and play' sessions and play an active role in summer and Christmas fetes. Parents are invited to complete regular surveys and questionnaires about the day care facility and their comments have been formulated and used to feed into the self evaluation for the provision.

## **Organisation**

The organisation is satisfactory.

Overall, practitioners have a very secure knowledge and understanding about the regulations and requirements of the National Standards. However, management have failed to comply with the conditions of registration by allowing children aged three and four years to be cared for at the setting. Whilst there has been no impact on any children, due to the highly skilled and experienced practitioners working with them, this breach of conditions has resulted in an overall judgement of satisfactory.

Children benefit immensely because all practitioners work exceptionally well as a team and have clear roles and responsibilities. Highly effective communication takes place informally, through daily discussion, and formally through the implementation of regular staff meetings. Excellent use is made of time, space and resources to promote children's learning and consequently, every child truly thrives during the time they spend in the provision. The required documentation is in place and most is maintained to an exceptionally high standard. Accurate records are maintained of who is on the premises at all times and this includes visitors to the setting, although there are minor weaknesses in that times of arrival and departure and contact details are not requested.

Secure systems are implemented to recruit, appoint and induct new practitioners and high importance is placed on continuous training. Effective procedures are in place to continually monitor staff performance and development through the implementation of regular staff performance reviews. Individual strengths are recognised and targets identified, which help to plan for individual training needs. Exceptionally close links are in place between day care staff and the school, for example, the day care manager attends weekly school staff meetings and has an excellent working relationship with the school reception and nursery teachers. Management recognises the many strengths of the provision and continually monitors this to improve practice. Currently the group are looking at developing their outside play area to increase opportunities for children to extend their learning in all areas. An extremely comprehensive self evaluation document is in place and this is reviewed each term to assess how well the group promotes outcomes for children. All practitioners and parents feed into this self evaluation process. Consequently, all aspects of the provision are continually monitored and evaluated, which helps to ensure that every child flourishes in a truly wonderful and exciting

early years environment. As a result, the setting meets the needs of the range of children for whom, it provides.

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

Not applicable

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

Since registration 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**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### **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):

- further develop the procedures to record visitors to the setting and practise and record fire drills

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)