

# The Laurels Children's Day Nursery

Inspection report for early years provision

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**Unique reference number** EY385376  
**Inspection date** 08/06/2009  
**Inspector** Jane Elizabeth Chappell

**Setting address** The Laurels Childrens Day Nursery, 41 Town End,  
CATERHAM, Surrey, CR3 5UJ  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

The Laurels Children's Day Nursery is an established nursery that registered under Casterbridge Nurseries Limited in September 2008. The nursery operates from seven rooms in purpose-built premises, situated in a residential area in Caterham on the Hill, within the county of Surrey. The area is well served by public transport and the nursery is within walking distance of shops and local amenities. The nursery is arranged on two levels; the upper level provides accommodation for pre-school children whilst the lower level rooms are equipped with changing and sleep areas for babies. Children have access to a large outdoor play area. The nursery is accessible to all who require disabled access and has a mechanical lift which allows access to the upper floor.

The nursery is to open from 08.00 to 18.00 each week day for 52 weeks of the year. Children may attend for morning or afternoon sessions. There is also an early drop off and late pick-up service. The nursery serves the local community. The nursery is registered on the Early Years Register to care for up to 98 children in the early years age group. There are currently 169 children on roll. Staff are experienced in supporting children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 33 members of staff who currently work with the children. Of these staff, 18 hold relevant childcare qualifications. The nursery receives support from the local authority through an early years advisor.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The nursery promotes all aspects of children's welfare and development effectively. Staff create a welcoming, inclusive environment where children are safe and well cared for. Strong partnerships with parents and outside agencies ensure that all children's needs are met. The nursery is committed to continual development and systems for self-assessment ensure that future improvements are well targeted and implemented.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend opportunities for children to create independently with a variety of mediums
- extend opportunities for children to mark make/write for different purposes, for example, in the role play area
- continue to improve the current system for the evaluation of activities used, to aid planning for children's individual needs.

## **The leadership and management of the early years provision**

Children benefit from a consistent staff team who have clear roles and responsibilities and work together well. Effective recruitment procedures ensure that staff are appropriately qualified and vetted and are suitable to work with children, which help safeguard children's welfare. All required policies and procedures necessary for the safe and efficient running of the nursery are in place and are regularly updated and reviewed. A thorough induction process and regular opportunities for team meetings and training ensure that staff keep up to date with current procedures and implement them effectively in practice. The management team regularly reflect on the service they provide and also use feedback from staff, parents and children to evaluate the quality of the nursery. They set targets for future development that lead to improved outcomes for children, such as working towards all senior staff attending safeguarding training and plans to further extend children's outdoor learning environment.

Strong relationships with parents and other partners help ensure children experience consistent care at the nursery. Parents are provided with comprehensive information about the nursery and there is good day-to-day communication, both through discussion and individual communication books. Detailed information is gathered about each child from their parents as they start. Staff use this information meaningfully to be aware of children's starting points to be able to offer an appropriate learning and caring environment. Written and verbal feedback is very positive from parents and staff welcome all suggestions from them in order to enhance the quality of the nursery. Regular information meetings, such as to introduce parents to the Early Years Foundation Stage, ensure they are made fully aware of the pre-school's curriculum. Parents are strongly encouraged to share any skills or specialist knowledge they have with the children, for example parents who are nurses and police officers have been in to talk to the children about their role in the community. The nursery has also developed links with the local schools and other professional agencies, such as the occupational therapist, ensuring that all children are fully supported within the inclusive environment.

## **The quality and standards of the early years provision**

Children are cared for in a welcoming and stimulating environment where they settle quickly. They have access to a wide variety of resources that are well organised so that children can select the toys and equipment for themselves, which supports their growing independence. Staff are vigilant about ensuring safety precautions are in place so that the children can move freely around the whole nursery. Staff implement effective hygiene routines, such as keeping tables and floors clean and staff follow nappy changing procedures conscientiously. Children learn simple good hygiene practices when they wash their hands before they eat. They enjoy nutritious snacks and meals that are freshly prepared on the premises, helping themselves to fruit and vegetables and pouring their own water during snack and meal times. Children play outside each day, with younger children freely exploring within the safe deck area which is designated for the

younger children only. Whilst the older/more able children happily run around in the fresh air, confidently riding bikes, climbing on the climbing frame and excitedly playing games with friends and staff, such as 'What's the time Mr Wolf?'.

Children are happy and relaxed. They have formed close relationships with staff which help them to feel secure. They behave well and respond to requests for good behaviour. They understand the clear and realistic boundaries which are set according to their age and stage of development. For example, children are helped to understand turn-taking when staff introduce a sand timer, enabling them to actually see the span of time and learn to wait for a turn. Staff warmly praise all efforts which helps children to develop the confidence to express their own ideas and to try new challenges. Staff make regular observations of children's achievements and use these to plan activities. However, they do not yet consistently evaluate the plans to ensure that they are fully meeting children's individual learning aims and needs.

Children benefit from a balanced daily routine, they are interested in the activities provided, motivated to learn and make good progress towards the early learning goals. Activities are offered to promote children's creativity through tumble tots sessions, music and craft activities. However, the availability of resources are not yet fully extended to provide children with opportunities to independently select a variety of mediums to create their own ideas. Children of all ages enjoy sharing books both with peers and members of staff. Older children begin to recognise the sounds that letters make as they discuss the days of the week and look for their names at circle time. Children are beginning to label their own work, although opportunities for children to mark make/write for a purpose within other areas of the nursery are not fully extended.

Children solve simple problems when they work out how many more plates or forks they need at lunch time and when their cup is full as they pour in the water. Children show fascination as they discover that they can programme the beep boppers up and down and left and right and have fun using their senses to explore the treasure baskets. They play cooperatively together, using their imaginations to act out a story whilst dressing up and playing in the role play area.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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