

Caring Daycare - Woking Childrens Centre

Inspection report for early years provision

Unique reference number	EY274103
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Inspector	Lisa Cupples

Setting address	Caring Daycare Nursery, Caring Daycare House, Blackmore Crescent, Woking, Surrey, GU21 5NZ
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Type of setting	Childcare on non-domestic premises

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

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, enclosed outdoor play areas are also available for outdoor play. The nursery is open five days a week all year round excluding Christmas and Bank Holidays. Sessions are from 8.00am to 6.30pm and children attend for a variety of sessions.

The setting is registered to provide care for a maximum of 111 children at any one time. There are currently 127 children in the early years age group on roll. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Caring Daycare embraces the Montessori philosophy throughout the nursery, although a variety of teaching methods are used to support the children's learning. The nursery is a member of the National Day Nurseries Association, Investors in People and the setting is currently working towards the Surrey Early Years Quality Improvement Award.

There are 24 members of staff that work with the children. Of these, 23 members of staff have recognised early years qualifications, ranging from level 2 to level 6.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children are extremely happy and settled during their time at the nursery. Key staff spend time getting to know the children and their families well, and this enables them to provide unique care, play and learning paths for every child who attends. All children benefit from the nurturing and stimulating environment. As a result, all children are making rapid progress towards the early learning goals in all six areas of learning. Partnership with parents is very strong and most information is shared effectively. Detailed and comprehensive policies and procedures are implemented successfully to ensure all children are safe and secure during their time at the setting. The entire staff team are committed to driving improvement and play an active role in the continual evaluation of the effectiveness of the setting. As a result, all staff feel valued and take responsibility for their individual roles and responsibilities as they strive to improve the outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further developing the information gathered from parents about the children's starting points with regard to their learning and development.

The effectiveness of leadership and management of the early years provision

All children are safeguarded exceptionally well during their time at the nursery. All staff have an extremely good understanding of child protection procedures and know how to implement them to protect the children in their care. Strong partnerships are in place with other agencies to ensure the children receive extensive support. Comprehensive safeguarding policies and procedures are shared with parents to ensure they are fully aware of the setting's responsibilities. The staff are vigilant about safeguarding children from unknown visitors to the premises. They have secure premises and electronic keypads are used to gain entry to the nursery. Visitors are clearly recorded, their identity checked and they are monitored effectively at all times. Robust and rigorous recruitment and vetting procedures are in place and systems to ensure the ongoing suitability of staff are effective. All adults working with the children have been vetted, ensuring they are suitable to work with the children. All children benefit from a secure and safe learning environment because comprehensive, detailed risk assessments are completed routinely.

The leadership and management of the setting have an extremely clear vision to drive improvement and consistently communicate their high expectations to all staff. Ongoing training is actively encouraged to ensure all staff develop their individual skills, which has a very positive effect on the exemplary organisation of the setting. Evaluation procedures are used effectively to identify any areas for improvement and the development plans are used as a working tool to ensure all identified weaknesses are addressed. For example, the outside play areas are now organised effectively to ensure all six areas of learning are promoted both inside and outside, enhancing the children's outdoor learning experiences.

All children are effectively supervised and supported throughout their time at the nursery because the deployment of staff is organised well, ensuring ratios are maintained at all times. All children have access to an extensive range of resources and play materials that are suitable for their age and stage of development and staff use the equipment skilfully to extend the children's learning. All staff have an exceptionally good understanding of the children's individual needs and backgrounds ensuring they are able to effectively meet their needs at all times. All children in all age groups are making rapid progress towards the early learning goals. Children have access to a range of multicultural resources and play materials to help develop their understanding of the wider world on a daily basis and children participate in activities to celebrate cultural festivals from around the world. They benefit from positive images of diversity reflecting disability, gender, ethnicity, religion and culture around the nursery to fully promote their understanding of difference and challenge their thinking. Parents are actively involved in their children's learning and come into the nursery to share their own experiences. For example, children learn about Hanukkah from a parent through stories and resources.

All children benefit from the open lines of communication between their parents and the staff team, building strong and trusting relationships. Staff spend time getting to know the children and their families well before they start attending and they discuss and record the children's welfare requirements in detail. Records include information about the children's favourite things, sleep routines, dietary requirements and any medical, cultural or religious needs. However, little information is currently gathered about the children's starting points with regard to their learning and development. This limits the staff teams ability to plan and organise activities and experiences reflecting the children's individual needs as soon as they start to attend. Parents are able to speak with their children's key person at any time and have access to their learning journals on request. Parents are also actively encouraged to be involved in their children's learning and they contribute to the 'curiosity corner' outside the play rooms, sharing and celebrating their children's achievements both at home and in the nursery. Extremely strong systems are in place to share information with other providers of the Early Years Foundation Stage to ensure those children who attend other early years settings receive consistent and complementary care and learning.

The quality and standards of the early years provision and outcomes for children

All staff have an exceptionally good understanding of the Early Years Foundation Stage. Staff spend time observing what the children can do and recording the evidence in the children's individual files. Key people collate the information gathered to identify the children's next learning steps and then use this information to plan purposeful activities and experiences. This personalised approach ensures that individual children's interests and learning and development needs are incorporated into the daily routines. As a result, all children are making rapid progress towards the early learning goals. All children benefit greatly from the high quality interaction from the staff team. Staff know the children extremely well and are all aware of the children's next steps. This enables them to ask open-ended questions and extend the children's learning at every opportunity. For example, staff differentiate the activities to meet individual needs. All ages benefit greatly from excellent language development at every opportunity, developing new vocabulary and listening skills. Initiatives, such as, 'Every Child a Talker' have been embraced by the staff, improving the outcomes for children. Babies and children of all ages listen well to stories and instructions, participating from very young ages in group activities as well as playing alone or with their peers. Staff use props and story sacks to bring the stories to life, developing the children's interest and understanding of the written word.

All children have access to a stimulating and vibrant play and learning environment. They have access to an extensive range of mainstream and Montessori resources, all stored at a low-level and clearly labelled to promote their independence and decision-making skills effectively. The walls are used to display and value the children's work and also display learning tools, such as, numbers, letters, colours and shapes. Each room is set up to enable continuous provision

enhancing the children's learning experiences. They are able to collect resources from different areas to extend their own ideas, for example, collecting cars or farm animals for the sand tray. Children explore and experiment with a wide range of media as they learn about the different properties of the resources. They mark-make with corn flour and watch in awe as it runs through their fingers and refills the marks they have made. Younger children laugh and giggle as they feel the dry liquid and older children show them how to manipulate the corn flour to make different patterns. All children are extremely happy and settled during their time at the nursery. Younger children hold their arms up for cuddles and snuggle with the staff as they have their bottles. Children confidently share their ideas and thoughts with staff and each other, showing high levels of self-esteem and self-confidence. The children know where everything is and confidently ask for assistance if they feel they require help. For example, asking a member of staff to help put the parachute over the top of the home corner to make a den when they could not reach.

All children are beginning to learn how to keep themselves safe through routines, discussions and activities. For example, children show an awareness of safety rules when using scissors, reminding each other to hold them properly and older children often show the younger children how to move their fingers out of the way. Staff praise the children when they use the tools correctly. Children take responsibility for the play and learning environment and are aware of potential safety issues. For example, children tuck their chairs under the table when they finish at table top activities so other children will not trip over. The nursery practises regular fire drills to ensure all staff and children know how to evacuate the premises quickly and safely. Older children are able to explain exactly what happens during a fire drill, showing they understand the procedures to follow in the event of an emergency. Children also enjoy a wide range of activities from people in the local community to develop their awareness of safety, for example, the community police officers often visit the nursery to talk about stranger danger and road safety.

All children are beginning to learn about the importance of healthy eating and adopting healthy lifestyles. They talk about how important exercise and fresh air are and how it is good for them to run around and make their hearts beat faster. Older children talk about the types of food that are good for them, helping them to grow big and strong. All children have opportunities to engage in physical exercise on a daily basis. Children show high levels of independence and an awareness of very good hygiene procedures throughout the nursery. For example, children wash and dry their hands at appropriate times with little or no encouragement. Staff implement meticulous hygiene procedures consistently to ensure all areas of the nursery are clean and well-maintained. Children have a wide range of fresh fruit and vegetables every day, including vegetarian food and Halal meat options to cater for all the children's individual needs. Children serve themselves at lunch time and wash up their own plates, cups and cutlery when they have finished.

All children behave exceptionally well because the entire staff team implement the clear rules and boundaries consistently. As a result, the children know exactly what is expected of them and the continual praise and recognition of their efforts promotes positive behaviour in all areas. Children are able to explain the rules of

the nursery, such as, sharing and taking turns, being nice to each other and listening carefully when someone is speaking. Staff are very positive role models and actively encourage the use of good manners throughout the day. Consequently, children are very polite, saying please and thank you at appropriate times without being prompted.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met