

# Karetakers Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	224654
<b>Inspection date</b>	17/01/2011
<b>Inspector</b>	Shirley Wilkes

<b>Setting address</b>	Drayton Road, Longton, Stoke-on-Trent, Staffordshire, ST3 1EQ
<b>Telephone number</b>	01782 331167
<b>Email</b>	karetakers@hotmail.co.uk
<b>Type of setting</b>	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**

Karetakers Day Nursery is owned by a private company. It opened in 1994 and operates from seven rooms in a single storey detached property. It is situated on the outskirts of Longton, in Stoke-on-Trent. A maximum of 104 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 5.30pm all year round. All children share access to two secure enclosed outdoor play areas.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 97 children on roll, of these 34 children are within the early years age range. Children come from the local community and the surrounding areas. The nursery employs 13 members of staff. Of these, 12 hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy their time at the nursery and form warm relationships with staff and their peers. Most policies and procedures to promote children's health, safety and welfare are in place and implemented in practice but not always fully recorded. A varied range of activities are available which children take part in and enjoy. Planning links to the Early Years Foundation Stage framework, but does not always identify children's individual progress. Staff have a good working relationships with parents and other services. Staff effectively reflect on their practice which demonstrates a good capacity for continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 24/02/2011

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

- develop observations further to consistently plan the next steps in a child's developmental progress.

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

Staff have a secure understanding of their responsibilities to safeguard children and have clear policies and procedures to ensure children's welfare, care and safety are promoted. Good employment procedures are in place ensuring that adults in the setting are vetted for suitability and levels of supervision are caring and attentive. Risk assessments are undertaken regularly to enhance children's safety throughout the nursery and when using the outside areas. However, the procedure has not been fully followed with some information not being included such as, who has completed the assessment and the date it is to be reviewed. The manager regularly monitors and evaluates the quality and standards at the nursery. The views of the staff, children and carers are used within this evaluation process so that it is broad. Regular staff meetings provide valuable opportunities for practitioners to share good practice and to identify their training needs, which are prioritised by the manager. They have sought advice and attended various training courses to increase their knowledge and understanding of the Early Years Foundation Stage in order to promote positive outcomes for children.

Staff are deployed to support children and this ensures routines run smoothly. The nursery promotes inclusive practice at all times and works well to ensure that each child and family is fully included in the life of the setting. Staff have a good understanding of children's individual needs. They recognise and value children's differences and display information about other cultures. All children are able to access a good selection of resources to learn about the wider world and other cultures through their play and take part in celebrating various festivals. All records relating to children's individual health and safety are well maintained. Staff complete the necessary paperwork such as accident and medication records and consents for outings and emergency medical treatment, all of which ensures children's well-being.

Children feel safe as they are familiar with the key workers who care for them. They are aware of the rules for safety and regularly practise emergency evacuation. Children are able to play in an environment where space is used effectively. Children's learning is supported in all areas as they can access suitable and appropriate resources and benefit from the support of caring staff.

The partnership with parents is good and staff keep the parents fully informed about their child's activities. A daily diary is used to give daily information about how children spend their time at nursery and parents chat to staff informally at the beginning and end of the day. Parents are fully informed about nursery activities. For example, they receive regular newsletters, open days and daily verbal feedback. Links have been developed with local schools to help the children move on from the nursery and also links are maintained for children who attend other settings. Through daily verbal feedback and the sharing of relevant information to ensure continuity in the children's care and learning.

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

Children learn through play in a welcoming environment that offers a variety of relevant learning opportunities. Staff demonstrate a confident knowledge and understanding of the Early Years Foundation Stage and are effective in helping children progress in all areas of learning. Staff observe and record children's starting points and activities. Observations are used to plan for children's progression across all areas of their learning. However, the current system is not totally effective in consistently planning the next steps in children's developmental progress.

All children are happy, relaxed and settle well into the daily routines. Babies and the toddlers bond well with staff and positively respond to the high levels of care shown to them. Babies play together, sharing resources and ideas such as, building a tower from the cups. They enjoy using the interactive display board where they are able to remove the animals and stick them back on. Great delight comes from being picked up to observe the goldfish swimming in their tank. Children's home languages and individual cultures are fully valued and staff promote a positive awareness of diversity through discussion, positive images and the celebration of various festivals which help children's understanding of the wider world.

Children enjoy and undertake the range of activities provided, for example, as they join in with the art activities. Children freely access a variety of mark-making materials and use their numbers regularly throughout the day during routine activities. For example, counting the children at lunch time then counting out the corresponding amount of cutlery needed. Children enjoy circle time, joining in with favourite stories and following the actions to the song 'Five Little Men in a flying saucer'. All children undertake messy play activities, such as painting and sticking, which stimulates their creative development. Babies enjoy exploring different mediums such as shaving foam and gloop. Children in pre-school make pictures using all kinds of materials following their current theme on space.

Children are encouraged in their independence as they develop skills for the future, for example, taking part in cooking activities and helping themselves to drinks when needed. Effective procedures are followed by staff to ensure the health of children. For example, children are encouraged to wash their hands after toileting and before meals. Good nappy changing routines are in place to help limit the risk of cross-contamination within the changing area. Children eat together at meal and snack times, enjoying social interactions and opportunities to develop independent skills. For example, they pick up small jugs and carefully pour their own drinks. Children are able to enjoy healthy snacks, for example, fresh fruit and freshly prepared lunches such as gammon, mixed vegetables and boiled potatoes. Fresh drinking water is available for all children throughout the day. Children are able to use a range of equipment that encourages the development of physical

skills as well as other areas of learning. They have frequent opportunities to experience fresh air and the outdoor environment.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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