

Caring Daycare

Inspection report for early years provision

Unique reference number 119968
Inspection date 04/02/2011
Inspector ISP Inspection

Setting address Gill Avenue, Guildford, Surrey, GU2 7WW

Telephone number 01483 538764
Email peter@caringdaycare.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Caring Daycare Nursery, Guildford, was registered in 1995 and is one in a chain of nine nurseries run by Caring Daycare Limited. It operates from a purpose built single storey building with four group rooms. Each room has a designated area for outside play. It serves families from the local community and surrounding villages and works closely with the Royal Surrey Hospital to support its employees.

There are currently 131 children from three months to under five years on roll. The setting is in receipt of funding for the provision of free early education to children. The setting supports a number of children who speak English as an additional language, and those with special educational needs and/or disabilities.

The nursery opens Monday to Friday, all year round excluding bank holidays. Sessions are from 7.00am hours until 7.00pm. Children attend for a variety of days or sessions. Holiday care is provided for children under eight who have previously attended the nursery.

The provision employs 25 staff. Of these, almost all the staff have an appropriate early years qualification to level two or three. The manager holds a degree in Early Years, two members of staff have achieved Qualified Teacher Status, and one member of staff holds a Montessori Diploma. Teaching methods include aspects of the Montessori approach. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good communication between staff, parents, leadership and management mean that children's individual needs are well known and met. Parents are provided with good information about their children's developmental progress. A comprehensive self-evaluation includes strengths of the provision, and identifies targets for continuous improvement that incorporate most aspects of good practice.

What steps need to be taken to improve provision further?

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

- review and improve systems used by keypersons to match observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- improve the availability of creative resources and materials so children can make their own choices throughout the day
- value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

- improve the range of outdoor play resources so they provide sufficient challenge for older and more able children

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because staff have a secure knowledge of child protection procedures. Detailed risk assessments are completed for all aspects of the provision, including outings, and are regularly reviewed to ensure children's safety. There are effective systems in place to ensure the suitability of all adults working with children.

All recommendations from the last inspection have been met, with the exception of one which has been partially met. Self-evaluation processes are good, and there are clear objectives for future improvement, for example, in relation to the provision of outside play resources. However, insufficient consideration has not been given to the availability of creative resources and media in all group rooms, and the new systems that have been introduced for planning focused activities. The nursery is currently taking part in an award scheme, which helps to inform the quality of the provision. There are good management support systems in place.

The organisation and variety of play equipment is good. Staff adapt the environment according to the changing needs of the children, and make resources easily accessible. However, the pre-school outdoor play area does not include resources that provide sufficient physical challenge. Children are fully included in all activities and events. They learn about other countries and cultural celebrations, and have access to a range of resources and activities that help them to learn about diversity. However, children who have English as an additional language are not always encouraged to use their home languages within play.

Partnership is good. The nursery works closely with parents, the local authority and other agencies to develop individual education plans. It operates an open door policy and welcomes parents into the provision. For example, they are invited to take part in 'stay and play' sessions with their children, and attend children's progress meetings every six months. Parents make positive comments about the nursery. For example, they say 'all staff are brilliant, and my child is very happy and looks forward to coming to the nursery and runs in', and 'every morning staff are very excited to see my child which is a nice personal touch, and I like the sheets that provide me with information about my child's day'.

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

Children make good progress in their learning and development. They have a strong exploratory approach and make excellent use of the age appropriate resources that are easily accessible in each room. They are happy and settled and are familiar with the nursery routines. Children behave well, and co-operate with

the boundaries and rules within the nursery. They enjoy 'family group' times where they separate into groups for adult-led activities. These include discussions which extend children's range of vocabulary, and activities that enable them to learn the sounds of alphabet letters and listen to stories. Toddlers enjoy playing 'peek a boo' games using pieces of net, and laugh as they engage with staff during their play. Babies are beginning to develop an interest in looking at books independently, and enjoy listening to stories. Several children speak English as an additional language. Staff help them communicate through 'pointing and showing', and through using a few words in some languages such as French. However, this does not embrace all children's home languages.

Children show an interest in number, for example, as they ask staff to check their height using a tape measure. A good range of accessible Montessori resources with sorting and matching equipment, help to promote children's problem solving skills. They learn about the features of living things as they feed and handle the nursery hamster, go on outings to farms, and handle insects brought into the nursery by specialists. Children learn about the wider world, for example, through taking a 'nursery bear' on their travels and sharing the photographs of their adventures with others. Celebrations of festivals such as Chinese New Year, include using chopsticks and shredded paper in the imaginary play area, which staff convert into a 'Chinese restaurant'. Children play with programmable resources such as torches, and older children have access to Information and Communication Technology.

Toddlers develop their gross motor skills, for example, as they enjoy climbing in and out of large cardboard boxes. Children love playing in the nursery garden, and are beginning to develop hand and eye co-ordination as they throw and catch balls. Dancing sessions with musical instruments encourage children to express themselves. A music teacher visits the nursery each week to lead singing sessions. Children have opportunities throughout the day to play inside or outside. Babies make good use of the good quality large scale wall puzzles, and enjoy exploring real life objects, such as pots and pans and fir cones, within a heuristic play basket. However, the range of outdoor play equipment for older children does not fully promote all aspects of physical development.

Children in the pre-school room play imaginatively, for example, as they pretend to be 'dragons and knights'. They engage with others in the role play area, and make up their own games as they fill and empty containers with bricks, and put them in a pretend oven. Children enjoy drawing, and are proud of their efforts. Planned activities include lots of role play where children dress up as 'super hero's' as part of fundraising charity events. Children listen to stories and older children have the opportunity to act out parts. Photographs show that children develop their creativity, for example, as they make papier Mache balloons, and paint on a large scale. However, creative resources and media are not always available for children to access independently and make their own designs.

Children show they feel safe and are confident to confide in adults at the provision. They develop a good understanding of dangers and how to stay safe, for example, as they take part in regular fire evacuation practices. Good communication between nursery management and external caterers mean children are provided with healthy and well balanced meals. This includes separate dishes which are

clearly labelled, according to children's individual dietary and religious needs. However, this does not always take into account the changing developmental needs of some babies in relation to the texture of their food. Children are reminded to wash their hands at appropriate times, and nappy changing procedures are adhered to.

Records of children's progress show that staff have a secure knowledge of the Early Years Foundation Stage. They clearly identify the next step for children's learning and development and review and update these objectives with parents on a regular basis. However, the current arrangements for linking next steps for learning to focused activities, mean that children's achievements are not always driven by the choices they make, and do not enable key workers to take responsibility for promoting children's individual development.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met