

Caring Daycare

Inspection report for early years provision

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Inspection date

23/02/2011

Inspector

Ann Moss

Setting address

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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 Nursery is one of a family of nine nurseries. It opened in September 2001 and operates from a large house on the edge of Dorking town centre. A maximum of 52 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.30pm all year round, apart from bank holidays. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 52 children may attend the nursery at any one time. There are currently 71 children from birth to under five years on roll. Children come from a wide catchment area. The nursery is able to support children with special educational needs and disabilities.

The nursery employs 11 members of staff. Of these, nine hold appropriate early years qualifications and two are working towards a qualification. The nursery is also registered by Ofsted on the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a warm, welcoming and inclusive environment where their uniqueness is valued and respected. Children's learning and development is well supported and based on their starting points, they are making good progress towards the early learning goals. The strong partnerships with parents, carers and agencies are a key strength and are significant in making sure that the needs of all children are met. Strong leadership encourages a culture of reflective practice and collaborative learning. As a result, priorities for improvement are, in the main, clearly identified and successfully targeted, leading to continuous improvement.

What steps need to be taken to improve provision further?

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

- improve children's safety by ensuring staff are vigilant in minimising any potential risk to children, with particular regard to resources.
- ensure identified changes to fire evacuation procedures are carried out in a timely manner and practised with staff and children
- improve opportunities for children to develop independence during every day activities, in particular self-care skills.

The effectiveness of leadership and management of the early years provision

The manager leads by example and has high expectations of her staff team. Clear and robust systems for recruitment and vetting of staff ensure children are cared for by suitable and well qualified staff. A successful induction programme means that staff implement policies and procedures effectively in practice. Staff have a comprehensive awareness of safeguarding issues, are well trained and know how to proceed if they had a concern about a child in their care. The setting is meticulous in meeting all legal requirements, including paediatric first aid training for staff. Comprehensively written risk assessments are in place covering all aspect of the setting, regularly reviewed and overall focus well on children's safety and security. Clearly defined procedures for emergency evacuation further contribute towards the children's safety. However, some staff do not give detailed attention to safety issues that ensure the equipment is safe and suitable for the children who attend. In addition, identified changes to the emergency evacuation of the premises are not completed within a timely manner and these compromise children's safety. All records of children's individual needs are in place, well maintained and effectively stored to ensure confidentiality. Good levels of cleanliness, alongside good hygiene procedures, are maintained throughout the setting, which ensures that children's health and wellbeing are fostered at all times.

Good use is made of resources at the setting. Staff work well together as a team and are deployed effectively ensuring children benefit from a high level of support. Space and equipment is effectively organised to create a welcoming, 'homely' learning environment. Toys and resources are of good quality and used well to support and extend children's learning. Equality and diversity is given a high priority ensuring all children are well integrated and make the best possible progress in relation to their starting points.

Partnerships with parents and carers are highly positive and well established ensuring each child's needs are met. The setting regularly asks parents and carers for their views and ensures these are used to inform important decisions about the setting. The setting also works closely with other professionals and partners such as Portage workers. This ensures children benefit from high quality care and learning experiences. Self-evaluation reflects continuous monitoring of the service and results in clear targets for development that lead to sustained improvements in outcomes for children, training, for example.

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

Children are cared for in a warm and welcoming environment. Staff are dedicated and place a high emphasise on meeting the needs of the individual children in their care. Procedures for settling in new children are excellent and enable children to

build a strong and trusting relationship with their key worker before they are left for their first full session without parents. This helps children to feel safe. Babies are very well supported by caring staff that are attentive and fully focused; responding sensitively to their changing needs for meals, rest and play for instance following their lead as they explore their surroundings, people and resources. As a result, babies develop positive dispositions and attitudes to future learning from a very early start.

Children take part in a wide variety of interesting and stimulating activities and experiences that support their development and learning. Staff make thorough observations of children's achievements and children benefit from good quality personalised planning that builds on their interest and skills and help them make significant gains in their development. Children are self motivated and show high levels of involvement in the activities provided and good staff support means all children benefit from a balance of individual and group activities.

Young children show interest and listen well enough to their favourite stories such as 'We are going on a Bear Hunt'. They instantly engage in music and rhymes sessions, such as 'Wind the Bobbin up', which they know well; they wave their arms around and move their bodies rhythmically and with enthusiasm.

Staff promote and encourage children's language and literacy in all areas of the setting. Children express their ideas and thoughts freely and staff listen respectfully and with interest. Conversations are encouraged. For example, a child confidently tells a member of staff about her friends. Staff encourage children's interests in books by sitting and reading a book selected by a child. Children have opportunities to make marks indoors and outside, using a variety of equipment that includes sand, water, paint, chalk and pencils. Children learn to count, say numbers and develop an understanding of mathematical language in a variety of contexts. For example, they count the number of children seated at the dinner table and a member of staff asks if they would like 'more' carrots. They learn to compare and understand why children have different coloured plates and some children have more or less vegetables. They identify different shapes and know their dinner plate is round. Children learn about living things as they carefully watch a spider in the outdoor play area. They show care and concern knowing that it should be left alone. They love to express their imagination and develop their ideas during role play. For example, a child explains that he is filling his truck with wood then taking it to the dump. All children have many opportunities to develop their co-ordination and fine motor skills throughout the day. Children have access to a computer and programmable toys. Magnifiers are provided to look close at twigs and leaves outdoors, but resources such as this are generally put away and not always available for children to help themselves. Children have daily opportunities to be independent in their play and some take responsibility for completing small meaningful tasks such as helping to set the dinner table, collecting spoons, serving lunch and replenishing the water jug when empty. However, this practice is inconsistent among staff and impacts on children's skills in self-care. Staff gently remind children to be gentle and set clear boundaries for respectful relationships. Explanations are used to help children understand the reasons behind behaviour. As a result, children behave well and learn what is expected of them.

Children adopt simple hygiene routines as they wash their hands at the low sinks after messy play or before they eat. Children enjoy healthy meals and fresh fruit snacks and milk or water to drink. Staff have a comprehensive understanding of children's individual health and dietary needs, which ensures they are met to a high standard. Children learn to take and manage risk through their daily activities such as using scissors, climbing apparatus and riding wheeled toys because staff provide a safe and secure learning environment in which children can be confident to try new activities.

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
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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	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