

Caldecote Day Nursery

Inspection report for early years provision

Unique reference number 200546
Inspection date 03/03/2011
Inspector Christine Armstrong

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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.

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

Caldecote Day Nursery was registered in 1995. It operates from three playrooms on the ground floor and three on the first floor in a converted building situated close to Rugby town centre in Warwickshire. The nursery is open for 51 weeks of the year and operational times are Monday to Friday from 8am until 6pm. All children share access to a small outdoor play area at the front of the building.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is registered to care for a maximum of 49 children under eight years, of these, no more than 36 may be under three years, and of these, not more than 19 may be under two years at any one time. There are currently 39 children aged from eight months to under five years on roll. The setting currently supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The nursery employs 19 members of staff. Most hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are not adequately safeguarded in this setting. The setting lacks a capacity to establish an accurate view of where the service is lacking and there are a number of welfare requirements that are not met. As a result, capacity for the setting to maintain continuous improvements is inadequate. Despite this, children make good progress in their learning and development. Partnership working with parents and other agencies is developing well and contributing to promoting continuity of care and learning for children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- obtain an enhanced Criminal Records Bureau Disclosure in respect of every person working on the premise (Suitable people) (also applies to the compulsory and voluntary parts of the Childcare Register) 14/03/2011
- keep a record of the information used to assess suitability of adults including the Criminal Records 14/03/2011

Bureau Disclosure unique reference and date on which they were obtained (Suitable people) (also applies to the compulsory and voluntary parts of the Childcare Register)

- ensure that an effective safeguarding children policy and procedure is implemented (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 14/03/2011
- provide information for parents on the complaints procedure so that any concerns regarding children's welfare are effectively addressed inline with welfare requirements (Safeguarding and promoting children's welfare) 14/03/2011
- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 14/03/2011
- develop systematic and rigorous self-evaluation processes (Organisation). 11/04/2011

To improve the early years provision the registered person should:

- develop the outdoor area to enhance children's learning experiences
- develop further ways to reflect the diversity of adults and children attending the setting to further support children to recognise and value differences in themselves and others.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is significantly compromised because a number of specific legal requirements are not met. For instance, effective arrangements are not in place to ensure all adults working with children are suitable to do so. Furthermore, the safeguarding policy and procedure does not identify the correct procedure to be followed in the event of an allegation being made against a member of staff. This does not ensure appropriate action is taken in such an event. Despite this, adults are vigilant about safety around the setting and supervise children well. Suitable procedures are in place for the arrival and collection of children and effective measures are taken to ensure the premises are secure. Suitable policies and procedures are in place to promote children's health and minimise the risk of cross-infection.

Partnership working with parents is developing well. Each child is assigned a key worker who exchanges information with parents about their child's care and development. In the baby room, a daily diary is also completed which helps to promote continuity in care. Displays around the nursery are used well to share information about current topics, children's experiences and the activities they take

part in. Displays are also used to well to explain how the setting is delivering the six areas of learning. This helps to support parents to continue learning at home. A nursery home book is currently being implemented to further include parents in their children's learning and development. However, the complaints policy is not inline with welfare requirements. Therefore, any potential concerns parents may have about the welfare of their children may not be effectively addressed. Arrangements are also not in place to obtain information for all children about who has parental responsibility and who has legal contact which is a legal requirement.

The setting is striving to promote equality of opportunity. All adults are warm, caring and work effectively together as a team to foster positive relationships with the children. They include all children in routines and activities and effectively organise resources to ensure accessibility for all children to all areas of learning. Activities and resources suitably reflect diversity of the wider world and are beginning to reflect the diversity of adults and children attending the setting. As a result children are beginning to recognise and value differences in themselves and others. Suitable partnerships are developed with other professionals and services. This helps to support vulnerable families, children who have special educational needs and/or disabilities and for whom English is an additional language.

The capacity for the setting to maintain continuous improvement is inadequate because there is no systematic or rigorous self-evaluation process in place. This has resulted in a number of specific legal requirements not being met and inadequate outcomes for children. However, there is a clear willingness shown to take all the necessary action in order to improve outcomes for children. Many improvements have been made to the learning environment and good focus has been given to establishing effective assessment and planning systems.

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

Children are not adequately safeguarded in this setting because a number of legal requirements are not met. However, Children are settled and supported well to develop a sense of belonging. They enjoy a harmonious environment and relate well to adults and other children. Adults support children to learn to share, take turns and consider others. Children demonstrate a growing awareness of their personal safety as they play and take care when going up and down the stairs. Daily routines support children's understanding of good hygiene practice. Children eat healthy snacks and healthy eating is actively supported in the setting. Cooked meals are provided if requested by parents. Suitable arrangements are in place to work in partnership with parents to ensure children's dietary requirements are met. Suitable provision is made for children to rest and sleep undisturbed.

Children make good progress in their learning and development. Activities are based upon children's interests which effectively inspire them to become active learners. Regular observational assessments are made and contribute towards a summary assessment of children's achievements. This information is helping adults to identify each child's next steps in learning. It is also used to inform planning and

to monitor and evaluate the progress children are making. The learning environment indoors is planned well to support children's independence and curiosity to become active learners. Adults recognise the importance of outdoor play and are striving to improve access and the range of outdoor learning opportunities which are limited. Children currently access the small outdoor play area on a daily basis. They have some opportunities to explore the local community and nature, visiting the nearby park and library.

Children are effectively supported to develop their skills for the future. Their communication skills are particularly well-supported. The environment is rich in print, signs and labels and books so children can develop an interest and understanding that print carries meaning. Older children use headphones to listen to stories. Each story tape has a book and children learn how to turn the pages and follow the story. Story boards are also used and encourage children to think about and retell the story, or to make up their story. Children demonstrate high levels of interest and participation. Pictorial prompts, gesturing, singing songs are used throughout the nursery to aid communication, particularly with younger children. Mark making activities are introduced at a very early age through fun and sensory activities. As children progress through the nursery they are encouraged to mark make for a purpose during their play. Concepts of number, shape, colour and measure are also introduced within all age groups during activities and for a purpose during routine times. Pre-school become very confident and eager to demonstrate their increasing understanding of number. They count and match number and quantity correctly and enjoy the challenge of finding a total by adding two groups of numbers together. Toys and resources that incorporate technology support children's skills, interest and awareness about how things work.

Children have good opportunities to investigate, explore and use their creativity and imagination. For example, children take part in a simple geography topic looking at and making their own globe of the world. They visit the library and develop a keen interest in finding out about space which is captured well by staff. Dedicated craft rooms, musical instrument stations and role play areas in all age groups help children to progress in this area of learning.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
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

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years part of the report (Arrangements for safeguarding children). 14/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years part of the report (Arrangements for safeguarding children). 14/03/2011