

Caldecote Day Nursery

Inspection report for early years provision

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Inspector Jayne Rooke

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Type of setting Childcare - Non-Domestic

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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

Caldecote Day Nursery is privately owned and managed. It 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 serves the local area and has links with the local school. The nursery is accessible to all children. There is access to a small outdoor play area at the front of the building and to the local park next door for outdoor play.

The nursery is open for 51 weeks of the year and operational times are Monday to Friday from 8am until 6pm. Children are able to attend for a variety of sessions. The nursery 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 72 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 16 members of child care staff. Of these, 14 hold appropriate early years qualifications. Two members of staff are working towards a level 3 Qualification and two members of staff are working towards a degree qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel happy and settled within this well-organised and inclusive environment. Their good health and well-being is supported very well in most areas. Children enjoy a stimulating and varied range of play and learning experiences, and each child's progress is closely monitored through generally effective observation and assessment methods. Positive and trusting partnerships with parents exist, offering some opportunities for them to support their child's learning at home. Staff engage well with other childcarer's and professionals, ensuring that all children receive consistent and supportive care. Self-review systems are used well to promote improvement through continuous professional development.

What steps need to be taken to improve provision further?

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

- improve the use of observations and assessments to clearly identify learning priorities for each child

- improve the steps taken to prevent the spread of infection when young children are sleeping
- expand opportunities to offer support to parents for extending their child's learning in the home.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because staff follow and implement robust procedures to protect them from harm and neglect. Staff and trainees confidently describe the safeguarding policy and procedures, demonstrating a secure understanding of what to do and who to contact, if they have any concerns about a child's well-being. They are vigilant about children's safety and security, taking prompt action to address and record any incidents occurring inside and outside of the nursery. All adults working on the premises have completed the necessary vetting checks and clear records are maintained of these. Effective systems to assess the suitability of adults have been established including the signing of self-declaration suitability records. A whistle-blowing procedure has been introduced to ensure that staff fully understand their roles and responsibilities to children's safe care. Managers have introduced key roles for designated staff to take prime responsibility for safeguarding issues. This successfully meets the safeguarding action set from the previous inspection.

Steps taken to address the remaining actions have been successful in their outcome. For example, parents are fully informed of the complaints procedure so that any concerns regarding children's welfare are effectively addressed in-line with welfare requirements. Parents sign a form to confirm who has legal contact with the child and who has parental responsibility for the child, in advance of a child being admitted to the provision, promoting their safety and well-being. Successful improvements to self-evaluation processes include the re-organisation and review of the operational plan, effective management and staff training and opportunities for staff, parents and children to contribute their ideas and suggestions for further improvements. Strong partnerships with local authority advisors are developed, enabling managers to continually review the effectiveness of their practice. Previous recommendations have also been successfully addressed. As a result, children's learning experiences are enhanced through regular opportunities for outdoor play and visits to the nearby park. A range of multicultural pictures, toys and organised activities are well-placed to help children to recognise and value differences in themselves and others.

Thorough risk assessments and daily safety checks ensure that children can play safely both indoors and outside. Children with identified needs receive good levels of support which helps them to take a full and active part in all aspects of the provision. Parents and carers are welcomed into the setting. They are fully informed of their child's routines and progress through daily discussion, shared development records and displayed activity plans. Two way communication books are used well to support continuity of care for each child. Staff are beginning to create some opportunities to extend children's learning at home, offering guidance and support to parents about the types of activities that will cover the educational

programmes. Written and verbal comments received from parents are positive and complimentary regarding the team's friendly and caring approach. They speak highly of the range of varied activities provided which are fun and educational.

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

Children make good progress towards the early learning goals through a broad range of stimulating learning and development experiences, which offer all children good levels of challenge. Observations and assessments are used well to inform future planning and to identify clear learning priorities for each child, most of the time. Well-planned opportunities exist to extend children's capabilities across each area of learning. For example, effective settling-in procedures enable young children to develop their confidence to separate happily from their parents and to form strong bonds with their key worker. Children are gradually introduced to new experiences which enhance their learning and skills such as how to use cutlery to feed themselves. The children explore and investigate using all of their senses as they handle a range of natural and household materials, and listen and respond to different types of music and sounds. The children become aware of their own self-image as they look at themselves in the mirror and have great fun playing 'peek-a-boo' games. Children become increasingly independent as they attempt to dress themselves for outdoor play. Practical activities such as cooking and mixing help them to develop their coordination skills as they stir ingredients together to make special festive treats.

Children receive good levels of support when they transfer between rooms and other settings. Staff are attentive to each child's needs, abilities and capabilities, ensuring that all children achieve to their best potential and beyond. As a result, children are confident to seek out others to share their experiences and play. Children demonstrate a positive and enthusiastic approach to new activities, confidently joining in with circle games, singing and discussion groups which enable them to express their thoughts, feelings and ideas. They learn how to communicate in different ways through sign language, stories and songs.

Children use a range of exciting tools and technology equipment which help them to develop their creativity and problem-solving skills, as well as enhancing their reading and writing abilities. They know how to use a mouse and the keyboard to move the cursor to the correct place when operating simple computer programmes. They learn how to record and retrieve voice messages on button recorders and can listen to a story using the headphone sets. They use a range of art and craft materials to make patterns, marks and pictures and form recognisable letters when writing their own name. They use numbers for counting, recognising the sequence of smaller and bigger numbers and have many opportunities to consolidate this area of their learning. Interesting and varied outdoor opportunities encourage children to develop an awareness of the natural environment and to take responsibility for personal safety issues, such as staying close to a trusted adult. Children's good health is fostered through well-organised routines which encourage children to follow good hygiene practices. They eat nutritious meals

which match their individual dietary needs and preferences. Children sleep and rest according to their individual needs and routines, which promotes their healthy growth and development. However, arrangements for young children sleeping within close proximity to each other, potentially increase the risk of the spread of infection.

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

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