

Caring Daycare

Inspection report for early years provision

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Inspector Debbie Newbury

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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*.

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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 is part of 12 nurseries across Surrey and West Sussex and is family-owned. The nursery at Loseley Fields opened in 2007 and was registered under the management of Caring Daycare in May 2012. It is part of the Loseley Fields Children's Centre, which provides a broad range of services for local families. It is located in Binscombe, near Godalming in Surrey opposite the local primary school. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 71 children may attend at any one time. The nursery is open five days a week for 50 weeks of the year, closing for a week at Christmas and inset days throughout the year. It operates from 8.00am to 6.00pm and children can attend for a variety of sessions. There are currently 82 children in the early years age group on roll, whose ages range from nine months to four years.

Children are grouped according to their ages and needs and have access to secure outdoor play areas for outside play. It welcomes children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged three and four years and is part of the two-year-old pilot project. There are 11 members of staff that work with the children. The manager is qualified to level 6 and has been awarded Early Years Professional Status. Two members of staff have level 5 qualifications and seven have level 3. Caring Daycare Limited has achieved the Investors in People award. The nursery receives support from the local authority early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery at Loseley Fields provides good quality care and early education for children. They are very happy, make positive strides in their learning and gain important skills for the future in an interesting environment. This is, for the most part, very safe and enabling. Practitioners are kind and caring. They foster children's personal, social and emotional development and developing communication, language and literacy especially well. Another strength, is the nursery's arrangements for partnership working with parents. There is clear enthusiasm and a strong commitment to continually driving improvement; this is evident at every level.

What steps need to be taken to improve provision further?

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

- improve monitoring systems to make sure resources are well maintained and

- accessible for all children, particularly in the indoor environment
- reappraise the environment to which children are being exposed and make adjustments as necessary, with particular reference to indoor security.

The effectiveness of leadership and management of the early years provision

Systems for recruitment, vetting and to ensure the ongoing suitability of practitioners are robust. Managers and practitioners have a secure knowledge and understanding of safeguarding issues and their responsibility. Everyone attends relevant training and information about safeguarding is displayed prominently. Records of risk assessment are comprehensive and practitioners carry out daily checks of the premises. The nursery is very secure and practitioners control access. However, one of the internal doors to the Bluebells room does not always shut properly. Most areas of the nursery are very enabling. However, some specific areas indoors lack a little attention to detail and monitoring systems to ensure resources such as art and craft materials, are ready and accessible to children are not totally effective. This does not fully maximise opportunities for children's learning. All children have access to extensive and delightful outdoor play areas, which they relish exploring.

The nursery has been in operation for five years and is evolving still further under new ownership. Caring Daycare is fully committed to developing the provision. Management and practitioners are very positive, describing it as 'challenging but exciting.' Effective self-evaluation, involving practitioners, parents and children, demonstrate how the views of all matter. Well-targeted action plans that identify specific areas for development and which build on existing good practice are being implemented. Practitioners work together as a team. They recognise the value of continuous professional development. This is demonstrated in the way that some individuals are studying for further qualifications, for instance the Foundation degree.

Very effective measures are in place to build purposeful and trusting partnerships with parents. They are well informed about the nursery and fully included in their children's learning. Management and practitioners achieve this through home visits, informal discussions, informative daily diaries and regular meetings with key persons. Parents are very positive about the nursery and about practitioners in particular. Several talk about how 'friendly and approachable they are and easy to get on with.' They like the diaries and comment that their children adore coming. The nursery works very closely with other professionals and agencies in the community working with children and families. There are also very good procedures to support children's transition to school and those children who have additional needs. Arrangements for partnership working with other early years settings children attend are not yet as well developed. However, the need to address this is recognised and new systems are to be implemented which should strengthen these links.

Practitioners recognise and value the uniqueness of the children and families using the nursery. They are proactive in finding ways to involve and include everyone.

Children learn about different festivals and traditions and they have access to some resources reflecting positive images of diversity. Additional resources to promote this aspect of learning are on order. Self-evaluation has identified the need to further value linguistic diversity by using labelling in the home languages of all children attending.

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

There is a warm, friendly atmosphere evident at this nursery. This is characterised by a hum of conversation, happy, cheerful voices, giggling and laughter. Practitioners enjoy a genuine and natural rapport with children, leading to trusting relationships. Children demonstrate high levels of security and sense of belonging. They enjoy hugs and cuddles, especially the younger children, and all receive lots of praise and encouragement. These measures effectively foster children's self-esteem. Practitioners support children in learning acceptable ways to behave. They offer gentle reminders of the need to say thank you and excuse me and encourage older children to have the confidence to stand up for themselves. All children, when they are of an age to do so, play an active role in caring for the nursery environment. They tidy away toys, help lay the table and clear away after themselves. Children see their artwork displayed and have easy access to photographic displays and books of their families. These add a link to home and value the important people in their lives.

An effective first and second key person system means that practitioners get to know children well and what interests them. Consequently, they are able to meet their individual welfare needs and support learning on an ongoing basis. It also means that children always have someone special to go to, whether to share their news, achievements or to seek out comfort or reassurance. The nursery day includes specific times where children meet up with their key person. The 'hello' session for older children is a good example of this. Key persons monitor children's achievements and progress and are responsible for identifying and planning for the next steps in their learning. Children's daily diaries offer a delightful insight into how they spend their time. Good use of photographs helps bring them to life and children often go in search of them so they can stick in a picture they have done.

The nursery has recently been concentrating on promoting communication, language and literacy and personal, social and emotional development. Practitioners spend lots of time talking with children and engaging them in conversation. They sing spontaneously, extend children's vocabulary by introducing different words and sit and read to them. Good use of open-ended questioning encourages children to think. Older children recognise their written names and some write these using correctly formed letters. Younger children enjoy mark-making using chunky chinks. Children help prepare fruit for snacks and use knives safely and with care. Practitioners weave mathematical language and number work into conversation and play; for instance, counting the number of beetles they find under a log during a bug hunt. Older children show confidence in using numbers and show awareness of simple calculation. Children of all ages explore resources

that incorporate technology. Babies and younger children investigate press button toys and books whilst older children independently use the computer. They have good mouse control skills and know how to print their pictures. Some babies are fascinated by bottles filled with glittery water. Others practise their newly acquired walking skills as they walk round and round the garden holding their key person's hands. Young children remain engrossed as they explore sand and learn how to make sandcastles. Older children use their imaginations as they build with the large wooden blocks.

Children are learning how to stay healthy. They wash their hands at appropriate times and are encouraged to wipe their noses. Children eat healthy, nutritious snacks and meals that have regard for their individual dietary needs. Outdoor play means children benefit from fresh air and exercise. The free-flow approach to this for all children enables them to make their own decisions as to where they play. Children are not bothered when it starts to rain and choose to continue to play outside, putting on wet suits. Practitioners supervise children carefully and intervene as necessary to guide them away from potentially unsafe actions. Older children take risks in their play and test themselves as they play outside. For instance, some children pick up and move logs into position as they create 'a machine' and another explains that the best way of walking across a row of tyres is to 'put your arms out as this helps you to balance and to do it quick so you don't fall.'

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