

Caring Daycare

Park House East, Heathcote Road, CAMBERLEY, Surrey, GU15 2EU

Inspection date	20/12/2012
Previous inspection date	06/10/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are provided with an extensive range of exciting play opportunities. The stimulating environment in which they are able to learn helps them make very good progress.
- Staff receive excellent support from management with extremely effective teamwork, communication and monitoring of provision and staff development.
- Children thrive because the nursery fosters their independence extremely well. This builds their confidence, resilience and ability to learn by themselves.
- Excellent transition arrangements support children to move onto a different base room or on to school.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interactions, indoors and outside
- The inspector talked with available staff, parents and held discussions with the manager and owner
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records
- The inspector held meetings with the manager and owner to discuss concerns raised.

Inspector

Nadia Mahabir

Full Report

Information about the setting

Caring Daycare Limited is one of 12 nurseries run by the Caring Daycare group in the area of Camberley, Surrey. It registered in 2011 and operates from 11 rooms in a converted residential building with enclosed gardens for outdoor play. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 66 children in the early years age group on roll. The nursery is open five days a week from 7.30am to 6.30pm all year round except for bank holidays. The

nursery receives funding to provide free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language.

A total of eleven staff work with the children, of whom four hold a relevant National Vocational Qualification at level 3, and two hold similar qualifications at level 2. Four members of staff hold a degree status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the resources in the inside area for mark making to further develop children's early writing skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery provides a rich and vibrant learning environment where the children are highly stimulated. The extensive resources are of high quality and easily accessible to children. Children independently set up their own resources and play cooperatively with each other. The nursery successfully promotes an inclusive and flexible approach where children organise and plan for their own learning. As a result, children display extremely high levels of confidence and self-esteem. For example, they initiate conversations with visitors to the nursery, politely asking questions about what they are doing.

Children thrive and make very good progress in their learning and development. Their needs are exceptionally well met through the staff's very strong engagement with parents and others. Overall, the staff make excellent use of all resources, indoor and outdoor space to provide a motivating and challenging environment for the children. Children's current and ever-changing interests are fully included in the planning. The children explore their environment, identifying features and noticing the natural world.

Children explore the art and craft resources freely, creating collages and paintings. They carefully use various tools such as knives and scissors with precision and control. Children show pride and ownership of their work, paintings can be taken home or put on display. Children are curious and spend time experimenting with messy activities, as well as sand and water play with a variety of containers and tubes. The role play area allows children to develop skills as they dress and feed the baby dolls and arrange the home corner to suit their play.

The children show high levels of interest as they explore skills for the future. They enjoy using an extensive range of programmes on the computers, which support their problem-solving skills. Music is used effectively across the nursery. Children enthusiastically play musical instruments, sing songs and dance. Pre-school children make choices about the music they listen to by using the stereo.

Listening to stories is vibrant and exciting for children. Staff use props and real life items to add new dimensions to the story. Children are encouraged by the staff to count during everyday routines, such as calculating how many cups and plates are needed at meal times and how many stairs they climb. Children excitedly use writing resources to practise their early writing skills. However, there are not extensive resources in different areas of the classroom to support these skills further.

Children's learning and development is significantly enhanced by the methods used to observe and assess their progress and the excellent interaction of the staff. Children make outstanding progress and very much enjoy their time at the nursery, responding enthusiastically to the learning opportunities, activities and resources available to them.

The contribution of the early years provision to the well-being of children

Children are flourishing in this warm and welcoming environment. They play a full role in their learning and have established very close relationships with all the staff. They show great confidence and independence as they explore the stimulating environment happily and with self-assurance. They show great respect for each other and behave with consideration and thoughtfulness, especially with younger children. Children have a high regard for one another and the staff. They show they have a good sense of feeling safe in their environment by confidently seeking out assistance or comfort when they need it. The children's sense of belonging is fostered exceptionally well, and their photographs, paintings and collage work are displayed all around the environment.

Staff are highly skilled in recognising the uniqueness of each child and providing for their individual needs and interests. The relationship between the key workers, the children and their parents are highly effective in ensuring outstanding outcomes for all children. Staff work very hard to make the most of planned activities, space and resources to provide an interesting and stimulating environment built around the children's current and ever changing interests. New children and parents are exceptionally well supported by staff to ensure a successful settling-in period that is tailored to the needs of each child and family. Babies are extremely well supported to gain confidence to explore their surroundings. They form strong attachments to staff and look for reassurance when they are feeling sad. Staff respect the established routines of the children which helps them feel content, safe and secure.

Children demonstrate excellent personal hygiene routines, which are promoted by the staff's good role modelling. Children demonstrate an age appropriate understanding of the need to wash their hands. Simple pictorial cues in the bathroom area remind children of

hand washing routines. Older children demonstrate their awareness as they talk about how they can protect themselves by washing their hands before snack. They are able to enjoy a caf-style snack policy throughout the session of fresh fruit, milk or water which they help themselves to. They are provided with very nutritious and appealing foods that are well-balanced, which helps children to establish healthy eating habits. At meal times, children sit in sociable groups and eagerly serve themselves. These small groups successfully promote children's conversation skills very effectively as they chatter happily with their friends. Staff carefully support the younger children to rapidly gain their independence in feeding themselves. Children have wonderful opportunities to enjoy the outdoor environment in all weathers. The stimulating area encourages children to extend their physical skills as well as to enjoy fresh air and exercise. For example, they balance, swing and climb using a range of materials, including recycled tyres, wooden beams, wheeled toys, balls and hoops.

The effectiveness of the leadership and management of the early years provision

Leadership and management is very well developed at the nursery; the owner and senior staff have experience and vision and aim for quality through continuous improvement. Realistic and achievable aims are identified by the self-evaluation process and shared by all staff. The inspiring leadership of the nursery team promotes a highly inclusive environment, where adults and children feel valued and respected. This positive attitude runs throughout the nursery and staff embrace each individual's unique needs. For example, children are fully involved in organising the play environment.

Comprehensive systems throughout the nursery safeguard and promote children's welfare in an exceptional way. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. Staff have an excellent understanding of child protection issues due to regular training and are very confident about the procedures to follow if they have concerns. Staff fully understand their responsibilities to provide safe play environments for children and are vigilant and responsive at all times.

Inspiring self-evaluation systems help to continually monitor the effectiveness of the nursery and each staff member to accurately target areas for improvement. Feedback from parents and staff help to drive improvement. Children consult on many aspects of the nursery. The successful key worker system and transition procedures making certain all children feel confident as they change rooms in the nursery. This also includes the transition to 'big school'. The liaison between the key workers, parents and other providers of the Early Years Foundation Stage contribute exceptionally well to children's inclusion and the ongoing identification of their individual needs.

All staff demonstrate high levels of enthusiasm and a professional outlook, with strong teamwork underpinning their approach and contributing to the nursery's success. Staff have high expectations and are motivated exceptionally well by the manager and senior staff. Managers make effective use of regular observations of staff using CCTV to discuss their practice and identify areas for further development. There is a comprehensive and

ongoing programme for staff development. Staff are sensitive to the needs of the families and local community. Well thought out and robust systems are in place with regard to partnership working. This ensures every child receives a high level of individual support, from various outside professionals, including a speech therapist and the area Special Educational Needs Coordinator.

Partnerships with parents and carers are one of the many strengths of this nursery. They share information on their child's needs and interests when they first start so that staff are able to build on what children already know and can do. There is daily written and verbal two-way exchange of information to ensure each child's needs are identified and met. Parents continue activities at home, which means they are fully involved in their children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY424426
Local authority	Surrey
Inspection number	894390
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	91
Number of children on roll	66
Name of provider	Caring Daycare Limited
Date of previous inspection	06/10/2011
Telephone number	01276 675857

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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