

# Caterham Day Nursery

Burntwood Lane, Caterham-on-the-Hill, Surrey, CR3 5UL

<b>Inspection date</b>	14/03/2013
Previous inspection date	04/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The nursery is led by an enthusiastic manager who is well organised and strives to improve the experiences for all children.
- The nursery staff provide an attractive and well organised setting with high quality resources throughout which enables all children to play and learn.
- The outside area is outstanding and provides a stimulating and exciting area for children to explore and gain confidence.
- There are excellent relationships between adults, parents and children and these enable children to achieve well in personal, social and emotional development.

### It is not yet outstanding because

- Staff do not track children's overall progress in order to clearly see gaps in their learning across all areas of the educational programmes where more capable children require more challenge.
- Not all staff demonstrate sufficiently high expectations and engage the more able children in quality learning activities.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children's play and staff interaction both indoors and outside.
- The inspector viewed a range of policies and documentation including children's records.
- The inspector talked to the managers and other staff in each of the nursery rooms as well as asking the views of several parents.
- The inspector and managers undertook a joint observation of a teaching activity.
- The inspector discussed the evaluation of the nursery and what improvement plans it had for the future.

## Inspector

Karen Callaghan

## Full Report

### Information about the setting

Caterham Day Nursery is owned and managed by Asquith Court Nurseries Ltd. The nursery opened in 1996 and registered with Ofsted in 2001. It operates from a purpose built single storey building in Caterham, Surrey, close to schools, transport links and a mainline railway station. The nursery is open each weekday from 7.30 am to 6.30 pm. Children are cared for in group rooms and there is an enclosed and extended outdoor play area. The nursery is registered on the Early Years Register. The nursery is funded to provide some free early education to children aged three and four years. There are currently 118 children, aged from three months to four years, on roll. There are 33 staff who work with the children, including the manager, on a full or part-time basis. Of these, 22 hold relevant qualifications to at least level 3.

### What the setting needs to do to improve further

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

- organise a better tracking system in order to quickly and clearly identify exceptional progress for every child in order to plan activities to support or extend their learning
- help every practitioner to have high expectations to be able to engage and motivate children to achieve their full potential, with particular regard to the more able.

### Inspection judgements

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

The atmosphere of the nursery is calm, welcoming and purposeful. Rooms used by the children are bright and well organised with plenty of developmentally appropriate resources. Children are able to choose freely from this range of toys and equipment within the safe environment. For example, in the babies' room there are several mobiles for them to watch. Babies listen to the sounds created, as they wave their arms and legs around. In the toddler room children are encouraged to use large painting sticks with a variety of materials to dab and see the marks they make. The older children have fun practising their writing skills on a large interactive white board which they rub out and try again. There are cosy, quiet areas set up in every room for the children to browse through books and have time talking to their friends.

Children's enthusiasm for learning is supported well by the staff who engage and capture the children's interests. In the babies' room, staff sit on the floor and talk to the children,

encouraging them to pick up, roll and shake plastic bottles containing different materials. Staff cuddle and comfort them when they cry. Staff sing and talk to the toddlers encouraging them to communicate through pictures and gestures. Older children develop their literacy skills by being given opportunities to write in little books, make cards and invitations. They are taught the sounds of letters when they show an interest and are encouraged to write their names. Children learn to count and write numbers as well as to compare amounts by filling different sized bowls with pasta, and pouring sand and water into containers. The staff support the children's language acquisition by talking and questioning them as they play. Not all staff extend children's learning as well as possible, however, by having high expectations in order to stretch the most capable children.

Children learn outside as well as inside with children spending long periods outside daily. Staff provide exciting things for children to explore, for example, with the use of magnifying glasses. Each room has access to outdoor play areas where the children can learn physical skills. For instance, they ride trikes and bowl hoops as well as practising their catching and throwing skills using balls and bean bags. To increase their confidence the children use a new, large climbing frame which allows them test out their physical strength and thinking skills. The children grow some plants that they eat, which encourages their curiosity and interest in living things.

Children's progress is monitored by the staff after careful planning for every aspect of the Early Years Foundation Stage. When children start at the nursery, their starting points are assessed and the views of parents are taken into account to establish how the children learn best. The children are observed by staff and activities planned for them which are later evaluated to ensure they make suitable progress. Parents receive reports on a regular basis from their child's key worker as well as having formal open evenings twice a year. The nursery keeps personal journals on every child titled 'All about Me'. These are added to regularly with children's photos and drawings to make an excellent record of their progress that parents can look through at any time. This system results in children progressing well towards the early learning goals.

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

All children move around the rooms and outside areas freely and happily including those children who attend the nursery on a part-time basis. The 'key person' system helps to build trusting relationships and strong bonds. The long serving senior staff are able to use their knowledge of the families to support them well and provide consistency. Establishing secure emotional attachments helps the children to feel safe and they soon develop confidence and independence, knowing that the staff are there to guide them.

Behaviour is good and children are given praise and encouragement to share and take turns. Children quickly learn what acceptable behaviour in the nursery is, and are given clear guidance by their key worker. They make good friends and are polite and friendly to others. The staff work well as a team and organise themselves in order to support the care needs of the children. For instance, they have time for a cuddle and have a well-established rota for potty training and changing nappies.

Older children become independent in their personal care knowing they must wash their hands after using the toilet and before eating. They take turns to count out the plates and cups at lunchtime and are able to help themselves to food from dishes placed on the table; they clear away afterwards. The menus have an emphasis on healthy choices with plenty of fresh fruits and salads. There are multicultural choices to encourage children to try new things such as Indian, Chinese and Mexican food. Children can help themselves to water throughout the day. Children are encouraged to develop healthy lifestyles with a particular emphasis on physical development. They are able to play outside at any time and choose from a variety of both small and large apparatus to practise a range of skills.

The nursery has regular visits from the local police, fire brigade, the dentist and others. These visits show the children how to keep safe and care for themselves, as well as learning about the world outside the nursery, supporting the programme for understanding the world well.

Strong links have been made with several local schools which support good transfer arrangements when the children move on to their next big step in their education. Their records of achievement are passed on to ensure continuity of learning.

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

All staff are trained in safeguarding children. There are relevant and effective policies in place to keep children secure and safe. The manager is aware of the local procedures for child protection and knows who to call should any concerns arise. Recruitment and vetting procedures ensure all staff are checked as suitable persons to be caring for children. The premises are safe and every area and resource, for example, the new climbing frame, has a detailed risk assessment which minimises hazards and risks to children. The manager ensures that the nursery delivers quality care and is safe, secure and well maintained. For example, the entry to the nursery is by electronic devices only, and all visitors sign in. The nursery staff carries out timed fire drills and keep careful records of all children and adults on the site. There is a well organised complaints procedure with parents' concerns dealt with promptly and the record open for all to see.

The nursery manager works with a senior improvement officer from the nursery chain to improve the provision and plan training for all staff. A comprehensive self-evaluation is made every year with the views of parents, staff and children taken into account. An action plan is developed to make improvements and the progress recorded, as well as the effect it has had on practice. This system helps to ensure good quality provision. The educational practices of the staff are appraised on a regular basis and further professional development is targeted where possible to meet individual needs. Staff are supported well by the management. Assessment procedures are generally good and there are many interesting topics and activities planned for the children. However, there is no clear way of monitoring the overall progress of every child in the nursery at the present time, that shows where the most capable children need more challenge. The managers attend local

network meetings for nursery settings in order to share good practice and note new ideas.

Parents are supportive of the nursery's work and say the nursery is well organised and staff friendly and approachable. They are given daily records of their babies' eating, sleeping and changing habits when babies start. A settling in record is shared for their first three weeks to ensure the baby has a positive start. Weekly newsletters and regular e-mails help to form good communication between nursery and parents. Staff are available to speak to parents daily and any concerns or information are shared and sorted in a timely manner.

## 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 action. 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

<b>Unique reference number</b>	EY281897
<b>Local authority</b>	Surrey
<b>Inspection number</b>	907408
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	72
<b>Number of children on roll</b>	118
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	04/03/2009
<b>Telephone number</b>	01883 330122

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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, which are usually the childminder's 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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