

Caring Daycare

Gill Avenue, Guildford, Surrey, GU2 7WW

Inspection date	26/06/2013
Previous inspection date	04/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff are friendly and very approachable. They have good relationships with parents and regularly exchange information with them and keep them fully informed about their children's care and progress.
- Observation and assessment is used effectively to precisely identify children's next steps in learning and to plan activities to build upon their current interests.
- Children and staff form strong emotional attachments due to the effective key person system.
- Staff support children's personal, social and emotional development, communication and language and physical development very well. As a result children are happy and motivated to learn.

It is not yet outstanding because

- There is scope to further develop the toys and equipment in the outdoor learning environment for the pre-school children. There are missed opportunities for children to find their own way of doing things, develop their own ideas and learn new skills.
- At times staff over direct children's play rather than ask open-ended questions to encourage children to think critically and problem solve.
- On occasions children are expected to wait whilst staff apply sun cream, rather than allow children to further develop their self-care skills and apply it themselves.

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.

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 spoke with staff, the manager, operations manager and regional manager throughout the inspection.
- The inspector spoke with parents on the day of inspection.
- The inspector observed activities in all base rooms and outdoor learning areas.
- The inspector sampled a selection of documentation, including children's records and learning journals.

Inspector

Daphne Brown

Full Report

Information about the setting

Caring Daycare Nursery, Guildford, was registered in 1995 on the Early Years Register and the compulsory part of the Childcare Register. It is one in a chain of nine nurseries run by Caring Daycare Limited. It operates from a purpose built single storey building with four group rooms. Each room has a designated area for outside play. It serves families from the local community and surrounding villages and works closely with the Royal Surrey Hospital to support its employees.

There are currently 115 children on roll who are in the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports a number of children who speak English as an additional language, and those with special educational needs and/or disabilities. The nursery opens Monday to Friday, all year round excluding bank holidays. Sessions are from 7am until 7pm. Children attend for a variety of days or sessions. The nursery employs 21 staff. Of these, almost all the staff have an appropriate early years qualification to level two or three. The manager holds a degree in Early Years, one member of staff has achieved Qualified Teacher Status, and one member of staff holds a Montessori Diploma. Teaching methods include aspects of the Montessori approach. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- encourage children's skills in being able to think critically and find ways to solve problems by staff using open-ended questions

- continue to develop the outdoor learning environment for the pre-school children by providing a variety of open-ended equipment so children can find their own way of doing things and develop their own ideas

- limit the times children are expected to wait by further promoting children's independence skills and allowing them to develop their self-care skills.

Inspection judgements

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

All staff have a good understanding of the learning and development requirements. They are enthusiastic in their approach and make the activities they provide fun. Young babies enjoy exploring different textures such as cornflakes, treacle and feathers. Toddlers experiment with painting outside using brushes and their hands, while others create soapy bubbles and caringly wash dolls. The pre-school children enjoy making their own pirate ship and pretend to be doctors playing in their nursery made ambulance converted from an old large box. Consequently, children are motivated and keen to be involved.

Staff have good procedures in place to help find out about children's interests, likes and dislikes prior to children starting at the nursery. Staff use this information well to help plan activities which are of interest to the children. As a result, children are making good progress in their learning and development. Staff regularly update children's learning journals with weekly observations of their key children. Observations are evaluated well so staff know what children's next steps in their learning are. Planning is done on a weekly basis and is based on the findings from their previous week's observations. This means that activities are linked to children's current interests and stages in their learning and development.

Children in all rooms have access to an outside learning environment and are able to move freely between indoors and out which supports children's individual learning styles. Staff have recently developed these areas, however the outside area for the pre-school lacks a variety of equipment for the children to adapt and enhance the learning experiences staff have set up. For example a painting table gives children the opportunity to paint with toothbrushes. However this is the only item they have available for them to experiment and paint with. As a result only one child used this area as it did not fully stimulate children's interest.

Staff pay good attention to promoting children's communication and language skills. Babies enjoy an environment where staff constantly chatter and respond to their babbles. Staff sing and dance to familiar rhymes, much to the amusement of the babies. As staff sing 'Head, shoulders, knees and toes' they point to the different parts of the body so babies begin to learn the meanings of words. A cosy, inviting book area means they are learning the enjoyment of looking at books. For example babies carefully turn the pages in a cardboard book pointing to pictures and attempting words showing pleasure and good levels of concentration. In the pre-school room children confidently talk in small groups, recalling what the hard done during the morning and some sing songs to their friends. Staff actively engage in children's play, supporting their communication and language skills. However at times children's play can be too adult directed and opportunities to encourage children to think and problem solve are not fully supported as staff do not effectively use open-ended questions. For example, children enjoy playing with boats, floating them along a piece of guttering. As the boats end up at the bottom, staff tell the children to move them back to the top. Therefore children are not encouraged to think how to solve the problem themselves and continue with their play independently.

Children's physical development is supported very well as children have lots of opportunities to explore both indoors and outside. Babies freely explore their indoor environment and seek out their favourite toy. They develop their physical skills as they move independently and use furniture to support them standing, reaching and walking.

Staff encourage children to take their first steps, holding out their hands and offering lots of verbal support. Children respond trying to gain their balance independently. This shows they feel safe and secure with their key person as they respond to the close contact and positive praise and encouragement offered. As a result children's personal, social and emotional development is supported very well.

Staff provide many opportunities for the children to develop their understanding of the world around them. Outside the children have been busy planting seeds to grow strawberries. Staff caring for the babies display photographs of them and members of their family. This helps babies feel settled as well as beginning to understand about people who are special to them. The opportunity to regularly play outside means children can play with natural resources. For instance the pre-school children enjoy exploring the textures of leaves and using them with straws, string and wooden clothes pegs to make their own creation. The nursery also has a teddy bear, which children can take on holiday with them. A large map shows the different countries the bear has been to with photographs to illustrate places of interest around the world. Signs in different languages displayed around the nursery also help children understand about the wider world and diversity.

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

Staff greet children very warmly on arrival. Children separate from their parents confidently and settle quickly with sensitive support from staff. This is because the nursery implements an effective key person system. Staff get to know children and their individual needs and personalities prior to them starting. Settling in sessions are offered so children are given time to familiarise themselves with their new environment and build positive attachments with their key person. As children move through the different rooms staff help children prepare by making regular visits so they get to know their new key person. This helps children acquire the skills to adapt to change and prepare them for their move on to school.

Staff are good role models and help children manage their feelings and behaviour. During lunchtime the children serve their own food and pass the dishes to their friends. This helps children learn how to help and support each other and develop their independence. Children in the pre-school have written up their 'Golden rules' and staff have illustrated them with photographs to help remind children how to behave. However on some occasions children are left waiting to go outside, which leads to some children becoming a little bored and boisterous. This is because children are not given the opportunity to fully develop their self-care skills by applying their own sun cream, but have to wait for staff to do it.

Children learn the importance of a healthy lifestyle. Meals and snacks are healthy and nutritious and planned according to children's individual dietary needs. Children are able to move freely between the indoor and outdoor environments. This means children have lots of opportunities to enjoy fresh air and space to exercise on a bigger scale, which promotes their physical development. A new slide with tunnels is very popular with the toddlers who

excitedly wriggle through the tunnels, playing 'peek-a-boo' through the windows with staff and then glide down the slide.

Staff provide a safe and enabling environment both indoors and outside. Toys are good quality and well maintained. Staff check equipment on a daily basis and if they are no longer suitable they ensure they are not used and removed. For instance staff in the baby room have carried out a thorough risk assessment of the outside area to ensure the environment is adapted to suit the development needs of their children. Staff also encourage children to help tidy away to prevent trip hazards and regularly practise the evacuation procedures. This helps children understand how to keep themselves and other safe. Staff are deployed well so that children are supervised at all times. Good procedures are in place to ensure staff record accidents and administration of medication and parents are informed. This contributes to children's well-being.

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

The manager and staff are well supported from the management team within the wider company. All staff are aware of their roles and responsibilities in protecting the children in their care. The manager ensures staff receive training in all areas regarding the safeguarding of children. The nursery has a clear child protection policy, which staff are familiar with. Staff are encouraged to discuss any concerns they might have and are supported by suitable and experienced child protection officers. This contributes to the ongoing protection of children in the nursery. Staff recruitment is the responsibility of the manager and the wider company. The Human Resources department ensures that all staff are checked thoroughly before being employed. The manager implements a rigorous induction programme for all new staff so they understand their roles and responsibilities. The staff team is organised well and deployed efficiently, both indoors and outdoors. This means children are well supervised at all times and supported in their learning.

Staff's performance is monitored very effectively. The manager has appraisals with staff every six months and regular supervision meetings encourage them to reach their full potential through training. The manager is very hands on and supportive of the team. She completes regular observations of staff to help improve their practice and to monitor the delivery of the education programme throughout the nursery.

Recommendations raised at the last inspection have been suitably addressed. Staff have improved observations and assessments of children's learning to identify and plan for children's next steps. This contributes to developing practice and continuous improvement. The attention given to working in partnership with parents is very good and they play an active part in moving the nursery forward. For example, a representative from each group form a Parent Link and meet regularly to ensure the views of parents are known and responded to. Parents are invited to parents' and information evenings. These allow parents to learn about the requirements of the Early Years Foundation Stage and about their child's progress. Regular newsletters via Parent Mail, an informative website and daily discussions with staff all contribute towards involving parents in the care and

development of their child and consequently improving outcomes for children. Parents' comments about the nursery are very complimentary. They thank staff for the care and attention their children receive and how happy and settled they are at the nursery.

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 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

Unique reference number	119968
Local authority	Surrey
Inspection number	922667
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	86
Number of children on roll	115
Name of provider	Caring Daycare Limited
Date of previous inspection	04/02/2011
Telephone number	01483 538764

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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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