

Caring Daycare

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

Inspection date	04/11/2013
Previous inspection date	20/12/2012

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		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 reflect children's individual interests and needs using a wide variety of learning styles and stimulating activities.
- Staff, particularly in the pre-school room, are skilled at challenging more-able children to ensure they continue to reach their full potential.
- Transitions both within the nursery and externally as they move on, support the children and their families well.
- Partnerships with parents are very strong and all parents spoken to are very happy with the nursery.

It is not yet outstanding because

- Not all staff consistently provide high levels of teaching and interaction because they do not always respond to children to extend their learning and development.
- The nursery does not always fully support the promotion of all children's home languages or make sure that agency staff are consistently aware of the languages some children speak.

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 observed activities in all base rooms and outside.
- The inspector had discussions with the owner, the management team, the staff, parents, and the children.
- The inspector analysed samples of the children's individual learning folders, planning documentation, risk assessments and a selection of the group's policies and procedures.

Inspector

Lisa Cupples

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 14 rooms in a converted residential building with enclosed gardens for outdoor play.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 81 children in the early years age group on roll. The nursery is open each weekday from 7.30 am to 6.30 pm all year round except for bank holidays. The nursery provides free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those children learning English as an additional language.

The nursery employs 18 members of staff to work directly with the children. Of these, three staff hold a relevant National Vocational Qualification at level 2, 10 staff hold a qualification at level 3, two hold a qualification at level 5 and a further two hold qualifications at level 6. Two members of staff are currently unqualified but are working towards an early years qualification.

What the setting needs to do to improve further

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

- develop further the quality of teaching across the nursery to ensure the high quality interaction and support is consistent with all staff and in all age groups
- develop systems to further support children who are learning English as an additional language by obtaining key words in the children's home languages to aid the settling-in process and ensure all agency staff are informed if English is not the children's home language.

Inspection judgements

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

Staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage and its requirements overall. They implement the educational programmes successfully to promote the children's learning in all areas. Consequently, children are making good progress in their learning and development. Staff spend time observing what the children can do and record the information clearly in the children's individual learning folders. Staff effectively use the information alongside the children's interests and different learning styles to identify and plan for the children's next learning

steps. The children's key people gather information about the children's starting points from parents before the children attend. This enables staff to begin to plan activities and experiences to interest the children and help them to settle on arrival. Staff complete the required progress check for two-year-old children, to assess their early progress and identify any areas for further support. They share this information with parents so they are aware of their child's development and can work together to further support each child to make progress.

Staff use a wide range of teaching techniques to effectively engage children and promote their learning overall. The vast majority of staff ask open questions to encourage children's critical thinking and extend their learning and vocabulary at every opportunity. They plan exciting activities and make the most of spontaneous learning opportunities. For example, when children dig holes while playing in the garden, staff ask them if they can remember the last time they dug holes. This prompts the children to recollect how they planted seeds and grew carrots to eat, which they comment 'were good'. However, some staff have not fully embedded their teaching skills and as a result some of these incidental learning opportunities are being missed. For example, children talk about what they have been doing over the weekend, sharing their personal experiences and recalling past events. Some staff do not pick up on things the children say, so the children move away to other activities. Later on the children discuss the same thing with other staff and get a positive response; the conversation develops and the children continue their experiences in the home corner and through role play. Consequently, the quality of teaching varies between the age groups depending on the staff teams in each of the rooms.

Younger children benefit from good quality teaching experiences as they develop key skills such as communication and language. Staff sit sharing books with young children, introducing new words as they read together. During imaginative play staff support children to learn how to dress dolls, developing their physical hand-eye coordination skills. The youngest children also benefit from sensory play, using different items in baskets, as well as exploring sand and water play, when they learn about mathematical concepts, such as heavy. The more-able children in the pre-school room greatly benefit from the individualised support they receive, so they are challenged in their learning. For example, some children develop strong literacy skills as they enjoy opportunities to read to their friends.

Parents are consistently involved at every stage of their child's learning and development, through good partnership working with their child's key person. The parents are able to access their children's learning records at any time and staff actively encourage them to share information about their child's learning at home. Such practices strongly support consistency and continuity in children's learning and development.

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

All children settle very well and are happy and content within the nursery. Staff spend valuable time getting to know each child and their families well during settling visits and their early days at the nursery. This enables them to build strong partnerships and

supports children's emotional well-being to a high level. Consequently, children feel comfortable and secure.

The nursery promotes inclusion for all children and their families, and supports children with special educational needs and/or disabilities consistently well to meet their needs. Overall, staff appropriately support children who speak languages other than English to a good level. However, the nursery does not always consistently support every child and their family in a robust way by finding out important key words to promote the use of their home languages. Consequently, on occasions, some children are unable to make themselves understood because staff cannot interpret what they are saying, which results in children becoming upset and frustrated. In such instances, staff offer comfort, reassurance and use activities that they know interest the children to help them settle.

Children openly share their thoughts and ideas with staff and make valuable suggestions about the activities they would like to do. This enables children to feel valued and gain a strong sense of belonging within their group. In turn, this supports their developing self-esteem and confidence effectively. Babies and young children hold their arms up for cuddles and snuggle up with staff during story time or when they feel tired, showing they feel settled in their care.

The children behave very well and show care and compassion towards the other children. For example, children support each other as they learn to complete different jigsaw puzzles and invite others to join in their games. The children learn to behave responsibly from a young age, help with tidying up as they learn to care for their toys and the environment. Children develop high levels of independence in both their play and during everyday routines. They are able to make their own choices from the wide range of resources, which staff organise to maximise free play opportunities. All children have access to a well-equipped outdoor area where they are able to practise their physical skills, climbing, running, balancing and jumping. They play ball games, ride wheeled toys with ease, use outdoor writing materials and laugh as they dig in the soil. Children have opportunities to plant and grow seeds and learn about life cycles and the natural world through practical activities and reference displays.

Children learn consistent messages about how to be healthy and keep safe because of the nursery's strongly embedded practices. For example, older children explain that 'exercise is good for your heart and your muscles and makes you bigger and stronger'. Children learn to follow good hygiene practices and eat and drink a nutritious range of meals and snacks each day. They use tools, such as scissors, in a safe way and regularly practise emergency evacuation so they learn what to do in the event of a fire. Such activities also support their future learning for life.

The nursery has developed strong relationships with other agencies. Staff work closely in partnership with speech and language therapists, health visitors, school teachers, other early years providers and other professionals to support children's specific needs and their future move to school. The key persons pay particular attention to supporting children and their families as they make transitions to other rooms within the nursery. This helps to make certain that everyone feels comfortable and happy with the change and enables

children to continue to receive good quality care, learning and development.

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

Children's welfare is promoted effectively because all staff have a good understanding of safeguarding and know how to follow the correct reporting procedures if they have concerns about a child's well-being. This helps to protect children's welfare. The nursery management follow robust recruitment and vetting procedures, to make sure only suitable adults work with the children. They follow effective induction and performance management procedures to monitor staff's practice and drive improvement in the quality of the nursery provision. Staff regularly attend purposeful training, including courses to help them support individual children's health needs, which reflects their commitment to provide good outcomes for every child. The majority of staff are qualified to level 3 or above, which contributes to the good quality teaching and has a positive impact on the outcomes for children.

The nursery puts into practice robust procedures to keep children safe both indoors and outside the nursery. They monitor access to the premises, carry out routine risk assessments and review policies and procedures to make sure they effectively promote children's welfare. However, the provider has failed to notify Ofsted, within the required 14 days, of a significant event when a child, who was not attending the nursery, managed to leave the premises unsupervised and unnoticed. It is a breach of requirement of the Statutory Framework for the Early Years Foundation Stage to fail to notify Ofsted about any significant event, which is likely to affect the suitability of the provider to look after children. However, in this instance, Ofsted is not taking any further action because the safety and security of the premises have been reviewed and all necessary steps taken to prevent any such event happening in the future.

The nursery management and staff implement rigorous self-evaluation procedures to identify priorities for further development to raise standards in the nursery provision. All staff, parents and the children are actively involved in the evaluation of the nursery so that they reflect the views of all their users. The nursery invites parents to complete questionnaires and staff immediately address any comments they make. For example, parents asked for more information about what the children have to eat at the nursery so staff now ensure menus are displayed outside each base room for parents' information.

Partnerships with parents are a key strength of the nursery. The use of a parents' forum, newsletters, emails and general verbal communication helps to ensure that parents are fully aware of the care and early education their children receive and know that their views matter. Parents are able to speak to their children's key person at any time and are able to take the children's learning folders home. This ensures parents have time to look through the records in detail and make any comments for the staff to support their children's needs. Parents comment very positively about the nursery and the care of their children. They particularly like the fact that staff are professional, knowledgeable and caring. Partnerships in the wider context are effective and embedded into practice. This

helps to support the inclusion of all children and meet their unique needs efficiently and professionally.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	941441
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	91
Number of children on roll	81
Name of provider	Caring Daycare Limited
Date of previous inspection	20/12/2012
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, 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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