

Tongham Daycare Ltd

St. Pauls C of E First School, West Ring, The Cardinals, Tongham, FARNHAM, Surrey, GU10 1EF

Inspection date	17/01/2014
Previous inspection date	21/02/2012

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

- Children are motivated by the ways activities are presented throughout the setting. They are totally engaged in their learning and make good progress, taking into account their starting points and capabilities.
- The effective monitoring and tracking systems ensure that targets for future development are identified and continuous improvements are made. This ensures that the setting continues to provide good quality care and education for all children.
- Partnership working with parents means that there is an effective approach to meeting individual children's needs and helping them to develop relevant skills for the future.
- Children are very well safeguarded, with staff supervising them carefully. Comprehensive risk assessments take place and staff ensure that entry to the setting is carefully controlled, with visitors signing in.

It is not yet outstanding because

- Resources, experiences and labelling that reflect the home language of children who are learning to speak English as an additional language are not fully in place, to help build on their vocabulary.
- Occasionally staff do not maximise on opportunities to extend children's learning and promote critical thinking.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the setting with managers.
- The inspector took account of the views of parents on the day of the inspection.
The inspector looked at various documents, including policies, procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.
- The inspector held discussions with management throughout the inspection.
- The inspector held discussion with key persons and other staff.

Inspector

Jane Franks

Full report

Information about the setting

Tongham Daycare is part of Nurturing Childcare Ltd, operating on the grounds of St. Paul's Church of England Infant School and Children Centre. It registered in 2006 and also runs another setting locally. The setting provides wraparound care, including a breakfast club, after school club, holiday club and pre-school. Children have access to their own secure outdoor area, as well as the school playing fields, playground and hall. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 109 children under eight years on roll; of these, 90 are in the early years age group. The setting receives nursery education funding for children aged two, three and four years. Children attend for a variety of sessions or whole days. The staff support children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting opens during the school term from 7.30 am to 6 pm, with the main sessions running from 9 am to 12 pm, and from 12 pm to 3 pm. The breakfast club is open to those children who attend St Paul's School. The after-school club is for children attending the pre-school and surrounding schools, and the number on roll varies. It opens each morning and afternoon during term time. Club staff pick up the children from local schools. The holiday club operates during school holidays. The setting employs 20 members of staff, 13 of whom work directly with children. All staff have at least a level 3 qualification in childcare. One member of staff has Early Years Professional Status.

What the setting needs to do to improve further

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

- allow children enough time to gather their thoughts and respond through gestures or through verbal communication
- review systems to support children whose language is other than English, to help build their vocabulary further; extend the range of resources and children's experiences, enabling them to hear, see and use their own home language at the setting.

Inspection judgements

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

Children are happy and motivated and, consequently, make good progress in their learning and development given their starting points. On arrival, the children become rapidly engrossed in the stimulating resources alongside their peers. Children feel secure with staff and respond to the close contact, praise and encouragement that staff give

them. Staff motivate children to learn with exciting activities that children enthusiastically engage in. They follow children's interests and needs, adapting a craft activity to support individual learning and to teach children scissor control, for example.

Children develop their personal, social and emotional well-being. They respond to familiar people, and can select and use activities and resources independently. They play with a purpose and concentrate on a chosen activity. For example, children decide to make paper telescopes, and show confidence when asking for adult support and participation,. Children benefit from staff showing a real interest in them and their ideas. They chat to staff about their experiences at home, and staff skilfully link this into their activities at the setting. Children are supported well through questioning to promote their language and communication development. Staff introduce new words in the context of play and activities, matching animal sounds, for example. However, occasionally staff do not give children enough time to respond and think fully about what they want to say. However, overall, staff have high expectations and successfully challenge and meet the needs of all children.

Staff have a good knowledge and understanding of how to promote the learning and development of children. Assessments of children are effective and support staff in planning suitably challenging activities that reflect children's interests. The secure key person system allows a successful engagement with parents and secures effective, targeted strategies for most children, as a result. However, staff miss some opportunities to fully support children who are learning to speak English as an additional language. This is because positive images, experiences, resources and labelling that reflect diversity and the individual home backgrounds of children are not fully embedded into practice.

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

Staff and management follow robust safety procedures to safeguard children in the event of an accident, injury or incident, and supervise children appropriately at all times. This helps to effectively promote children's well-being. Staff build on children's confidence and sense of security through planned one-to-one time with key children and during small group activities. Children approach staff for reassurance, which provides them with a secure and safe environment that helps them to develop their self-esteem. For example, children relax and enjoy stories with a member of staff. Behaviour is good because staff take a sensitive, consistent approach to helping children to manage their feelings and remind them about how to behave in the setting. They provide good role models with regard to manners, and they support children to be independent and show consideration for each other.

Children learn about the importance of a healthy diet. They are provided with an extensive range of healthy and nutritious snacks. Children enjoy their packed lunch or freshly cooked school meal alongside school children, thereby helping to supporting school readiness. Meal times are sociable occasions where conversation is encouraged. Children develop their skills in using tools for a purpose as they prepare their own healthy snack, thereby promoting independence and future life skills. Children develop independence

through everyday routines, for example washing hands, feeding themselves and tending to their own personal needs. Children have plenty of opportunities to enjoy fresh air and exercise in all weather. They enjoy physical play, for example balancing on boards to develop their co-ordination.

Children show great independence in choosing what they play with, where they play and whether they join in adult-guided activities. For example, children move around the play areas with their art work, independently selecting different resources to make marks on paper, which supports their early writing skills. This helps children to feel valued and respected, enabling them to thrive and reach their full potential. Staff teach children to manage their own safety, for example, when using scissors. Children are supported exceptionally well in their transition to school. Teachers from the onsite school and feeder schools visit the setting, supporting school readiness.

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

Managers have a very good understanding of the need to make sure the learning and development requirements of the Early Years Foundation Stage are covered. They have a good overview and knowledge of the educational programmes, so they can monitor that all areas are covered within planning and assessment, and identify any gaps in learning. Well-planned systems to identify children's starting points on entry are in place. Parents are made to feel welcome, and this is a strength of the setting. Parents complete detailed 'All about me' documents, which form part of children's individual development books. This helps staff to recognise children's individual needs and plan activities at an appropriate level. The very close links between the setting, children's centre and schools create a solid framework to support families in the community. Partnerships with parents and other agencies involved with children's care and education are effective and promote a joined-up approach to meeting children's individual needs. Parents confirm they are very pleased with the setting and how well their children have developed since attending. They find staff are friendly and helpful, and keep them fully informed about their child's progress.

Management meets all the requirements of the Statutory Framework for the Early Years Foundation Stage. It takes positive steps to safeguard children's welfare. Procedures for recruitment are strong; they include full vetting of all staff to ensure their suitability. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They understand fully the safeguarding and child protection policies and procedures of the setting. They know what to do if concerns arise about children's well-being. All staff have first aid training; this includes training to meet the health needs of children at the setting. Robust risk assessments, including detailed individual risk assessments and care plans to meet the individual needs of children, contribute significantly to children's safety. Systems for recording detailed information on children's health and dietary needs are embedded into practice. Health and safety procedures are good; for example there are effective systems to audit medication, to ensure individual needs of children are continually met.

Induction systems ensure that staff are clear about their roles and responsibilities. Annual

appraisals, one-to-one meetings and staff meetings take place to monitor training needs and quality of provision, based on the impact of staff practice. There are good systems in place for self-evaluation and management are motivated to seek further improvement. These take into account the views of staff, parents and children. Parents are encouraged to complete questionnaires, enabling them to share their ideas and opinions. Management uses clear action plans to identify areas for improvement, for example developing use of the onsite school playgroup for children to access large spaces.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY345109
Local authority	Surrey
Inspection number	948324
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	109
Name of provider	Nurturing Childcare Ltd
Date of previous inspection	21/02/2012
Telephone number	01252 400221

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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