

# Caring Daycare

Pitfold House, Woolmer Hill Road, Haslemere, Surrey, GU27 1QA

<b>Inspection date</b>	06/05/2014
Previous inspection date	26/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 form excellent bonds with staff and are happy and extremely engaged in their play.
- There are highly effective assessment systems in place. Staff plan for children's emerging interests and next steps with extreme confidence to aid their very good progress.
- An excellent focus is placed on providing a stimulating learning environment, both indoor and outdoor, which provides a strong base for children to develop confidence, independence and to explore.
- Behaviour is excellent and children are very confident, demonstrating an excellent awareness of safety and their own self-care routines.
- The nursery develops highly successful partnerships with parents. Information is shared between staff and parents on a daily basis. This enables staff to be aware of children's individual needs and requirements, and promotes a cohesive approach to learning.
- Comprehensive risk assessments are in place and staff are deployed effectively to supervise and safeguard children.

## 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 had a tour of the nursery with the manager.
- The inspector held discussions with the provider, manager, deputy manager, area operational manager.
- The inspector held discussions with key persons and staff.
- The inspector observed children taking part in activities indoors and outdoors.  
The inspector looked at a sample of various documents, including policies and
- procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.
- The inspector took part in a joint observation with the manager.

**Inspector**  
Jane Franks

## Full report

### Information about the setting

Caring Daycare Nursery opened in 1989 and is part of a chain of twelve nurseries. The nursery operates from 10 rooms in a large Edwardian house in Haslemere and embraces the Montessori philosophy in parallel with traditional Early Years Foundation Stage teaching. Children are accommodated in age related base rooms on two floors of the house. There are appropriate nappy changing areas, toilet and kitchen facilities and a large, fully enclosed garden. The nursery serves families from the local community and surrounding area. The nursery opens five days a week, 51 weeks of the year. Sessions are available between 8am to 6.30pm all year round, excluding Christmas and Bank Holidays. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently there are 138 children on roll in the early years age range, of whom 45 children are funded. There are 27 members of staff who work with the children, 16 of these hold recognised early years qualification. One member of staff has an Early Years degree. The manager receives support from upper management and 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:

- enhance children's exploration skills and curiosity further, for example, by extending the ways in which they can independently participate and problem solve during the session.

### Inspection judgements

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

Staff have an exceptional knowledge and understanding of how to implement the Early Years Foundation Stage. Their teaching skills have a very positive impact on children's learning. Staff plan extremely effectively to support children's needs and learning. They use individual planning and highly reflective and precise assessments based securely on children's starting points and emerging interests. Staff track children's progress exceptionally well in order to provide children with a very wide range of learning opportunities indoors and outdoors, across all areas of learning. Activities are challenging but achievable, ensuring children remain confident and motivated.

Staff have an extensive understanding of what each child is to gain from the range of spontaneous or planned activities. All children have opportunities to develop their early writing skills. For example, children in the baby room enjoy painting activities, they make

marks on paper and engage in sand play. They investigate and use small physical skills as they turn the wheels of the toy car. Staff challenge children effectively to play and explore. They provide enriching experiences and excellent questioning techniques to help children to learn. This enhances children's language, communication and understanding skills extremely effectively. For example, children actively engage in imaginary play, making cakes, alongside staff. Staff allow children to extend this but and on occasion are eager to offer solutions rather than letting children make choices and problem solve about how they want to use the resources for themselves. Staff practice, overall, is extremely motivating and innovative, and children are benefiting exceptionally well from staff's excellent teaching skills. Consequently children are making excellent progress in all areas of the curriculum and are extremely confident to move on to the next stage in their learning.

Staff fully understand and embrace the importance of outdoor play and create a rich learning environment that promotes all areas of learning. Children engage independently in play and enjoy transporting sand, investigating weight and volume. Children explore their natural environment as they look for worms under the haystack. They learn to care for living things as they grow plants and vegetables. Staff help children develop an understanding of science. For example, how to make predictions about how speed familiar objects fall down a length of guttering. Staff are highly skilled in extending children play and ask children if their chosen objects will move 'faster' or 'slower'. Children enjoy science experiments indoors as they engage in water play. Children choose a range of objects and make predictions if they will float or sink. This inspirational support is evident in all staff interactions and is effective in scaffolding children's learning and skilfully developing sustained shared thinking.

The nursery staff highly effectively engage with parents. They promote successful strategies to help parents extend their children's learning at home. As a result, many parents are sharing their home observations with staff. Parents talk enthusiastically about the progress their children are making and are appreciative of the nursery's caring and knowledgeable staff. Parents are regularly updated about their children's progress through detailed reports and meetings, and receive ideas on how to extend this at home. There is an extremely sharp focus on helping children to acquire their language, personal, social and emotional skills and develop well in their physical development.

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

Children are happy and confident. They have fun and enjoy coming to nursery. The fully embedded key-person system works extremely well in supporting children's social and emotional well-being. Staff expertly nurture children's confidence and sense of security through planned one-to-one time with their key children, and through small group work and whole group gatherings. In addition, staff embrace spontaneous opportunities that arise, and expertly nurture children's confidence and sense of security. Consequently, children develop a very positive sense of themselves and respect for others because of the fantastic support and excellent activities staff provide. Staff work very closely with parents to tailor settling-in arrangements that are specific to children's needs. The friendly

welcome, highly positive and relaxed approach from staff has a very calming influence on the children. As a result, new children are happy, settle quickly and build very close attachments with the staff.

All children are supported and nurtured in this welcoming and caring setting. Staff place a sharp focus on helping children to become confident in their personal, social, and emotional skills and staff are skilled in engaging children, and encouraging their participation. For example, children learn about real life experiences as they engage in the home corner. They think for themselves as they independently select their resources needed to add to their play from other areas of the room. Children are extremely aware of their own self-care. They understand the need to wash hands after messy play, outdoor play and before snack. They happily put on their coats and hang them up after use. Children enthusiastically take part in their responsibilities in helping to tidy up toys, and to clear away their plate at snack time. Staff give a very high priority to help children in being aware about their own safety. For example, through discussions about why they should not run indoors. As a result, children's independence is exceptionally nurtured and their well-being is highly promoted.

Children behave well and follow the rules and boundaries for acceptable behaviour. They demonstrate a very high respect for one another and a very good understanding of their routines. Continual positive praise, enthusiastic encouragement and meaningful targeted support, successfully promotes children's self-esteem. This inspires the children to persevere and concentrate, show pride in their achievements and to become highly motivated and active learners. Children can clearly express how to keep themselves safe and staff routinely reinforce their knowledge and praise them. Staff sit with children at snack time and praise them as they show independence by peeling their own fruit. Children have fun outside, using a wide range of equipment to encourage their physical skills and fitness. Children choose and easily access the activities and locations that interest them. Staff are close at hand to observe, keep them safe and when appropriate extend their ideas.

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

The leadership and management team have an excellent understanding of the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. For example, the provider is aware of the need to inform Ofsted of any significant events that may affect their suitability. Staff have attended safeguarding training and hold paediatric first aid certificates. They 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 and have a good understanding of the whistle-blowing policy. The premises are secure and closely monitored. Robust risk assessments, and regular audits to monitor the health and safety of the nursery, ensure equipment and resources are suitable for the age and ability of children. These systems are routinely reviewed and undergo full reviews after internal investigations to ensure that

the processes are appropriately safeguarding children's welfare and well-being. For example, in November 2012 the nursery management notified Ofsted of a serious injury to a child using a trampoline, they took prompt action to remove this equipment completed a thorough internal investigation. Staff carry out daily safety checks on the premises. This means that children are safe from any potential hazards and this contributes significantly to helping keep children safe.

Robust systems are in place to ensure the suitability of staff, including appropriate vetting checks and induction programmes. Staff are effectively monitored by the management team. They take part in appraisals and one-to-one discussions to discuss their training needs, individual needs and continual professional development. Regular team meetings are used to monitor new systems of working and cascade information and training to all staff. Vigorous monitoring of the educational programmes ensures that a varied range of experiences are planned and provided to help children make excellent progress in all areas of learning. The nursery have extremely well-organised systems to identify children's needs quickly and there is exceptional and consistent planning and assessments for individual children. Therefore, staff have an accurate understanding of children's achievements and their capabilities, and can make timely interventions when needed.

The partnership with parents and carers is embedded into practice. Children's individual next steps in learning are shared regularly with parents so they are actively involved in their children's learning. Parents have very positive views about the nursery and their comments on the provision are valued. They use comments, such as, 'staff are friendly and caring' and 'children make very good progress in their learning'. Their views are sought through questionnaires and this information is used to develop practice and feedback to staff for continuous development. Self-evaluation is rigorously monitored through a focus improvement plan for example. This ensures that all areas of the nursery are consistently identified for sustained improvement. In addition all rooms also have monthly improvement plans in place to ensure practice is continually improved. Therefore, the nursery staff demonstrate an excellent capacity to drive continual improvements.

### **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

<b>Unique reference number</b>	119969
<b>Local authority</b>	Surrey
<b>Inspection number</b>	966193
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	88
<b>Number of children on roll</b>	138
<b>Name of provider</b>	Caring Daycare Limited
<b>Date of previous inspection</b>	26/05/2011
<b>Telephone number</b>	01428 661960 M07990 515663

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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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