

Caring Daycare - Woking Childrens Centre

Caring Daycare Nursery, Caring Daycare House, Blackmore Crescent, Woking, Surrey, GU21 5NZ

Inspection date	21/05/2014
Previous inspection date	06/12/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The organisation has taken appropriate action to address previous concerns raised by Ofsted to safeguard children and promote their welfare.
- Children in most group rooms form close caring relationships with staff and other children and are happy to be in the provision.
- Children in the pre-school room are very motivated in their play and develop good independence and self-care skills.

It is not yet good because

- Staff working with children aged two to three years do not always manage children's behaviour effectively and are not supported fully in improving their practice.
- Older and more able children do not always have access to a wide range of resources that provide them with further physical challenge to extend their skills and learning.

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 observed activities in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision in the group room for children aged two to three years.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Full report

Information about the setting

Caring Daycare-Woking Children's Centre registered in 2004. It is situated close to the recreation ground in Sheerwater, Surrey and is adjacent to the community centre. Children are grouped according to their ages and needs, and make use of the main areas on the ground floor of the building. There are several areas available for outdoor play. The nursery is open each weekday all year round excluding Christmas and Bank Holidays. Sessions are from 7.30am to 6.30pm and children attend for a variety of sessions. There are 108 children on roll in the early years age group. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Caring Daycare embraces the Montessori philosophy throughout the nursery, although a variety of teaching methods are used to support the children's learning. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery provides support for children with special educational needs and/or disabilities and children who are learning English as an additional language. There are 21 members of staff who work with the children. Of these, 16 hold appropriate early years qualifications, ranging from level 2 to level 7.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff working with children aged two to three years improve their behaviour management skills so children are set clear boundaries and understand the consequences of their behaviour

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

- increase the range of resources for older and more able children to provide them with more physical challenge.

Inspection judgements

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

Staff working with children aged two to three years do not always respond when some children behave negatively towards others or set clear boundaries and expectations. Consequently, children in this age group do not always understand what is expected and the consequences of their behaviour. This is a breach of the regulations. However, it does not have a significant impact on most children's learning and development, who are working within the typical range of development expected for their age. Children with any

special educational needs and/or disabilities, and those learning English as an additional language make good progress. Where children's starting points are below those of others of similar age, staff work closely with the special educational needs co-ordinator to help them move on in their learning. They provide additional small group activities once a week, which means that some children with speech and language delay are less likely to need intervention from outside agencies.

Staff provide children with a good range of activities. They help them to learn by joining in their play, offering support when needed and using their good observation and assessment skills to promote their learning. As a result of the good quality care and education provided in most group rooms, children develop the skills they need for their future and starting school. For example, children in the pre-school group learn to use computer programmes independently, plant and grow fruit and vegetables, write their name and attempt other words such as mummy and daddy. Most children develop a wide range of vocabulary and are keen to engage in conversation with other children and adults. Staff constantly talk to babies, sing to them and look at books to promote their language development.

Children love playing outdoors. They play hide and seek in the bushes and ride bicycles with confidence. Babies quickly learn to control their movements and make good progress in their physical development because staff make sure there are interesting resources easily accessible. However, older and more able children do not always have access to resources that provide them with more physical challenge. Most staff work closely with parents to involve them in children's learning and development and keep them informed about children's progress. For example through daily discussion and parent meetings every six months where they share summaries of children's individual development. Some parents say they enjoy taking their children's learning journeys home to see what they have achieved in the nursery.

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

Staff respond to most children's emerging needs and interests and guide their development through warm, positive interaction. This can be seen as babies sit comfortably on staff laps and older children in the pre-school room spontaneously hug their key person. All children are confident and independent in their play and are happy to be in the provision. Most children form close friendships with others which can be seen as they hold hands and skip enthusiastically around the room. Children in most group rooms are well behaved and co-operative because staff set clear boundaries and expectations and help them understand about safety.

Children's good health is fully promoted. The provision works with an external caterer to provide children with nutritious meals and snacks. Children eat well and enjoy their food because staff stay close by and offer support as they learn to feed themselves. Staff hold babies comfortably while feeding them with bottles of milk and talk to parents and the manager about any changes needed in the consistency of food. Children learn about how to keep healthy, for example about the importance of washing their hands at appropriate

times to prevent the risk of cross infection. They enjoy being active and have good opportunities to play outdoors every day.

Children play with a wide range of resources that are made easily accessible indoors and outdoors, some of which are related to the Montessori ethos. Consequently, children show independence as they choose and use play equipment that successfully promotes their development in most areas of learning. Staff are in the process of considering how they can make better use of the space available in the baby room to enhance children's exploration and provide older children with more physical challenge. Children engage in a range of activities that help them develop a positive awareness of differences in society. For example, staff take them to a local restaurant to eat Chinese food and encourage them to wear masks and take part in dragon parades to celebrate Chinese New Year. Staff use their own cultural experiences to talk to children about the meaning of Eid and plan activities, such as making candles and cards for Diwali. They also communicate with some children in their home languages. Children are provided with accessible resources that promote this area of their learning, for example posters, puzzles, dolls, books and dressing-up clothes. Children move smoothly between the pre-school group and school because staff effectively meet their emotional needs.

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

This inspection took place following an Ofsted investigation and monitoring visit. Monitoring visit records show that actions set as a result of the safeguarding concerns received and further concerns identified have been met. Staff have a suitable understanding of the procedures to record and seek written permission from the parents to allow them to administer prescription to children. All medication is stored out of children's reach in a locked cupboard. All staff have had appropriate checks completed to show they are suitable to work with children and attend child protection training. Consequently, they know what action to take if they are concerned about a child or a member of staff's practice. The temporary manager has recently taken action to review staff's understanding of child protection policies and procedures to ensure they are effectively implemented in everyday practice. There are robust recruitment procedures in place which have recently been used to recruit a new manager for the provision. All new staff receive a comprehensive induction. Staff communicate effectively and work as a team to ensure ratio requirements are met, particularly as children choose to play indoors or outdoors. Most children are very well supervised. However, the well-being of children aged two to three years is sometimes compromised because staff working with this age group do not always observe their behaviour during free play well enough, which leads to significant incidents.

The premises are safe and secure. Staff complete regular risk assessments of the premises and outings to identify and reduced hazards. The operations manager is currently acting as temporary nursery manager. She has a secure knowledge of her role and understands and meets most requirements of the Early Years Foundation Stage. She completes annual appraisals, monitors practice, supervises staff and works closely with the

training co-ordinator to accurately identify staff's developmental needs. Senior management are aware of weaknesses in staff practice in the room for children aged two to three years. However, they have not addressed the weaknesses in the management of children's behaviour in this group room efficiently, which compromises children's well-being.

Staff monitor children's individual progress to ensure they reach expected levels of development. They provide additional small group activities for children which help staff to successfully reduce gaps in some areas of their learning and development. Staff regularly evaluate their practice and complete focused improvement plans to drive improvement. They reflect on how children use the resources and have recently reorganised play equipment which has improved the way children use them.

The nursery invites parents to complete questionnaires and access an on-line parents' link, to share their views about the provision. As a result of their comments, the nursery has provided children with a more substantial tea-time meal and opened earlier in the morning to support working parents. The manager coordinates well-known aims for future improvement. Recommendations made at the last inspection have been met. The provision has developed a document to record information about children's developmental starting points which enables them to continue children's learning. They plan to review the document and include information from parents about children's communication and language development in their home languages. Senior management are aware of the importance of staff using the behaviour policy and procedure effectively in practice. They plan to review and monitor how staff work with parents to support them in managing their children's behaviour at home to provide a consistent approach.

The nursery works well in partnership with the local children's centre to provide funded places for children aged two years. The special educational needs officer successfully coordinates the involvement of outside agencies to meet children's individual needs. Consequently, some children with special educational needs receive one-to-one support for some of the time they are in the nursery. Parents' comments during the inspection show they are happy with the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)

- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)

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	EY274103
Local authority	Surrey
Inspection number	971868
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	111
Number of children on roll	108
Name of provider	Caring Daycare Limited
Date of previous inspection	06/12/2010
Telephone number	01483 729330

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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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