

Tongham Daycare Ltd

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

Inspection date

16/06/2014

Previous inspection date

17/01/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 strong key person system means that there are good relationships with children and families across the day care setting.
- The team plan a varied, interesting and stimulating indoor and outdoor learning environment which fully engages the children in play and learning.
- There is very good identification and support for children with special educational needs and/or disabilities.

It is not yet good because

- Staff do not always record incidents where children require physical intervention to prevent them from being harmed, which is a breach of a legal requirement.
- The systems for monitoring and evaluating staff practice to ensure the quality of teaching and learning is consistently high, including the teaching of children about safety, are not developed.

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 play and learning activities and tracked children, indoors and out.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the manager/provider and the administrator regarding leadership and management.
- The inspector looked at a sample of children's progress records, planning and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting.

Inspector

Lorraine Wardlaw

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's 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 104 children under eight years on roll; 82 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 7.30am to 6pm, with the main sessions running from 9am to 12pm, and from 12pm to 3pm. 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 meet the requirements of the Early Years Foundation Stage the provider must:

- keep a record of any occasion where physical intervention is used to manage a child's behaviour and inform parents on the same day
- improve the systems for monitoring and evaluating staff practice to ensure the quality of teaching and learning, including teaching children about safety, is consistently of high quality.

Inspection judgements

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

Across the day care setting, children are extremely busy and focused on their play activities. They make good developmental progress from their starting points. Children enjoy the exciting child-centred environment, where most of the staff nurture each individual child in their motivating surroundings. This is because management have a

strong emphasis on ensuring that each key person fully understands and meets every child's needs. Overall, staff are enthusiastic in their interactions with children and purposefully promote all areas of learning. They successfully build on their next learning steps, particularly in communication and language. For example, children and staff in the book area have a small group, impromptu singing time. Children excitedly sing well-known rhymes and show their good mathematical skills by counting one less than a given number. The staff member uses strategies such as puppets and actions to engage fully the children. She is careful to ask challenging questions. For example, she tells the children what she is doing, pretends to cradle a baby in her arms and asks 'Who am I?'. The children respond 'a doctor,' making links to the question. Therefore, she remodels the question and gives them time to think. They respond excitedly 'Polly'.

The staff have a secure knowledge of each individual child's development and plan activities which excite and motivate children. Focused, adult-led activities are well-planned for targeted children, although they are open to any children who show an interest. For example, children are encouraged to talk about and draw their family with good support from the staff. Lots of open questions and interaction encourages the children in their learning; they retell a simple past event, distinguish and talk about the different marks they make and attempt to write their names. Children talk about the size of the people and count how many are in their family. However, the staff do not take up opportunities to further extend their literacy skills, by annotating their pictures so they can see writing and words linked to their ideas. Family pictures are not used to promote further discussion with children. This is because the system to monitor and further develop staff teaching skills is a recent development by management. Two-year-olds show they enjoy their stimulating environment exploring and investigating independently. Their key person has a special eye for them; they interact with them positively and purposefully when they settle at an activity. For example, they provide a narrative when they select pens and paper, sit at the table and make marks, developing their fine movement skills and language. Children identified as not developing in line with expected levels are extremely well supported by the staff who implement an action plan for their teaching. They show children make extremely good progress from their starting points. For example, staff use a picture communication system to aid children's understanding of routines and play. Accurate assessment records are carried out on all children to inform their next steps. All children are gaining valuable skills for their future because staff are knowledgeable and meet their needs effectively.

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

Most staff welcome children and their families warmly into the nurturing nursery. The key-person system works well so that a strong bond is formed with children and their families. It provides a familiar point of contact for both children and parents to facilitate the sharing of information, ensuring that their needs are met. Their special person undertakes care routines such as the changing of clothes when they get wet in water play. They cuddle key children who require a lot of emotional support. Children are well behaved in relation to their ages and stages of development. Children show they feel safe, secure and behave in safe ways throughout the day care setting. On the odd occasion when children become

challenging, staff give them clear guidance and support to learn the safety rules and boundaries. For example, they are encouraged to keep wheeled bikes away from the door entrance and to keep safe on the walk to and from the play park behind the setting. The setting operate good adult-to-child ratios. The staff have a team talk with children about safety prior to going out, discussing how to walk on the pavement and hold hands. The behaviour management of children by the staff is positive, praising and appropriate if a child was in immediate danger. For example, staff recently had to intervene with a child who took one step into the road to keep them safe. However, they did not record this incident and did not share it with the parents and manager, so they can monitor and address it.

The day care setting offers children a stimulating indoor and outdoor environment with plentiful age appropriate toy resources and designated learning areas. This positively encourages them to make choices to explore and learn. Staff provide an inclusive environment, whereby children play on the floor, stand or sit at tables or lay on soft cushions. These support children's individual preferences and learning styles so children can become active learners who make good progress. Children wash their hands at appropriate times and there are good hygiene practices throughout the setting. A hot midday meal and healthy snacks are provided by the day care and the school. Children learn about healthy eating because they grow fruit such as strawberries. They talk about when it is ripe and how they put it in their fruit bowl to eat at snack time. Staff are well aware of those children with specific dietary needs through their successful visual system located in the snack area. Children enjoy a good range of physical activities in the courtyard garden or in the school play park behind the setting. They take managed risks as they climb the challenging space net under the close supervision of staff. Children balance along low beams and skilfully pedal tricycles backwards and forwards. The staff effectively support children's next stage in their learning by preparing them for their move to school. For example, they put the school uniforms in the dressing up box and children have their midday meal with school children in the school hall.

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

The inspection was carried out due to information given to Ofsted that raised concerns about how children were supervised, and their behaviour managed on outings. The inspection found that an incident occurred where a child stepped into the road and was pulled back onto the pavement by a member of staff. The member of staff got down the child's level and talked to the child to explain the danger of going near the road. The staff member may have raised her voice but there is no evidence to suggest that the staff shouted at the child or behaved inappropriately towards them. Staff supervise children appropriately on outings and risk assessments detail how adult-to-child ratios are maintained and other safety precautions that are put in place. The staff talk to the children about safety prior to going on outings and generally children behave in safe ways. However, the staff present during the incident failed to report the incident to the manager. This means that the incident, where a member of staff had to use physical intervention to prevent a child from being hurt, was not recorded and not shared with

parents. This is a breach of a legal requirement.

Overall, the day care managers and their team work well together to ensure the setting is managed successfully. Secure safeguarding procedures are in place to protect children. The designated officers for safeguarding are well trained and knowledgeable. All staff undertake child protection training and have a secure understanding of their role and responsibility with regards to reporting any concerns, and what happens next. This includes whistle blowing concerns regarding a member of staff. Daily checks ensure the play spaces are safe and fit for purpose. Robust recruitment and vetting procedures ensure that a high proportion of adults who work with children are qualified in early years to a high level and are suitable to care for children. All practitioners are vetted and undertake a clear induction procedure when they commence work. Supervision takes place regularly with every member of staff, to ensure they receive coaching and have opportunities to talk and reflect on their work and training. However, this is not firmly embedded to ensure staff continue to develop practice when it is identified as needing improvement, particularly in some staff's interactions with the children. Appraisals take place annually and are formally recorded. Appropriate in-house training is offered by management, which has some positive impact on outcomes for children. For example, they used video footage to evaluate and improve the key-person system.

A strong partnership with outside agencies ensures that all children are included and their individual needs are met effectively. For example, the special educational needs coordinator liaises effectively with the local authority to make statements of special educational needs. Staff are continually evaluating their practices. Action plans are put into place by management and staff to ensure the setting builds on and maintains the good practice that takes place. Plans for improvement include an extension to the building to accommodate more two-year-olds. The accurate self-evaluation form which staff, parents and children contribute to, reflects and describes most of the practice at the day care. Good systems are in place to monitor each child's progress towards the early learning goals. The monitoring of individual staff practice is a recent addition, since the last inspection, to the performance management of staff. Consequently, the system is not firmly imbedded to produce consistently high quality teaching and learning for children. The management team places a strong emphasis on developing successful partnerships with parents. The parent and key person shares information about the child's needs and preferences at the commencement of a place, which means the practitioners, can quickly get to know the children. An ongoing verbal dialogue occurs daily with the key person where parents are fully informed of their child's day or session. Parents are praising of the day care setting; they talk about how much their child has learnt and of the friendly communicative staff. Parent workshops take place and 'chatter bags' help link family life to the setting for very new children. The setting has very close links with the schools and children's centre which provides a solid framework to support families in the community.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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	EY345109
Local authority	Surrey
Inspection number	978164
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	104
Name of provider	Nurturing Childcare Ltd
Date of previous inspection	17/01/2014
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.

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