

Caring Daycare

Inspection report for early years provision

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Inspection date	06/10/2009
Inspector	Christine Clint
Setting address	Herbert Shiner School, South Grove, PETWORTH, West Sussex, GU28 0EE
Telephone number	01798343728
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Caring Daycare, Petworth registered in 2009 and is set in the grounds of Petworth Primary School, in Petworth, West Sussex. The nursery is privately owned and managed, it is one of nine nurseries in the Caring Daycare group. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register, for a maximum of 51 children.

Children have a large base room which is organised into smaller, separated areas for play and learning; this includes the cloakroom/ entrance area and accessible toilets. There is also a separate kitchen. Babies and toddlers have a smaller room for play and a separate sleeping room, also a nappy changing area and a milk kitchen. There is a purpose built, secure outdoor play area which can be easily accessed by all children attending.

The setting operates from 8am until 6.30pm for 52 weeks of the year. The building has ramps for easy access and an automatic entrance into the nursery office area; parents can park whilst delivering and collecting children. The provision is supported by the local early years network. The nursery provides funded educational places for children. There are currently 33 children on roll in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is purpose built, fully planned and superbly equipped. All areas are exceptionally well organised to provide for children's daily care, their play and learning opportunities, and especially to meet their growing needs for developing independence. The management and staff have included comprehensive systems throughout the nursery to meet all early years regulatory requirements. There is a thorough dedication to evaluating all areas of the provision and continuing to plan for future improvement within the nursery and within the wider community.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the records of children's progress and encourage parents and other carers to contribute to children's next steps in learning

The effectiveness of leadership and management of the early years provision

The nursery continually maintains a high ratio of staff to children and this entirely promotes children's safety within the setting. There is strong support from the

overall management of the nursery group and staff are often moved between nurseries according to need; this ensures that children's safety and daily care are fully prioritised. The nursery has developed thorough routines for safeguarding. Meticulous systems for checking all staff are in place and a comprehensive range of policies and procedures are followed to ensure that any concerns are effectively managed. Safety has a high priority and the very thorough and regular records of risk assessment show that staff manage this robustly. Staff have regular training in child protection and parents are well informed of the procedures in place. There is a specific induction system for new staff and very regular appraisals are carried out on all staff.

The nursery shows a fully dedicated approach to driving improvement and ensuring that routines and daily practice are effectively organised to have a beneficial impact on all children. Although children have only been attending for a short time, staff have already made alterations to the daily, group 'family time', by slightly delaying this in the morning to allow all children to arrive and take part. Staff are also currently attaching children's photographs to the outside of their learning journals to enable children and parents to identify these easily, and to encourage children to make decisions and insert any pictures or items they wish to keep. The nursery management and staff are also promoting links with the community. They show a strong commitment to taking a lead role in establishing effective working relationships with the adjacent primary school and regular meeting and minutes are available. They are all working towards the next group of children, transferring and developing link diaries to create 'My school journey'. The nursery manager has completed a full self evaluation of all areas of the setting's provision and has identified many areas for making additional small improvements.

Children have access to all areas of the newly equipped provision, where resources have been fully planned and organised to link with the areas of learning; these partly separated areas provide optimum choice and variety, which is fully available at children's level. Staff have already indicated in the evaluation document that role play resources will be increased and new play equipment to develop children's imaginary play is delivered during the inspection. Resources in the baby and toddler room are entirely suitable and also very accessible at floor level. Children can crawl and toddle on comfortable surfaces to choose items that they can learn to handle, they find books and musical toys that stimulate their senses.

Staff show an expert knowledge and ability in focussing on individual children and understanding their level of learning, this fully promotes equality and diversity. They provide frequent individual attention, especially as the day progresses and numbers of children attending reduce. Staff recognise and understand the emerging language of toddlers, especially those that are learning two languages at the same time. They also creatively manage the needs of children who are not yet walking when they want to ride tricycles and play in the sand and water outside, staff dress them in waterproof suits. Staff are very observant and respond to children's individual needs for sleep, they liaise with parents fully but also react to pacify and provide comfort when children are new and still settling. Staff are beginning to record clearly worded observations to show how children are progressing and these observations are being linked to individual plans for children's future learning. The nursery has a fully organised key person system in

place and staff are building links with children's parents and encouraging them to contribute to the records in place for their children. Parents have a daily information sheet which provides them with instant updates on children's sleep and toileting routines and what they have eaten or enjoyed during play. Parents have good opportunities to become involved with the nursery through parent forum meetings where they can raise any issues, they are invited to attend meetings twice a year to discuss children's progress and staff are available every day for dialogue or more formal discussion.

The quality and standards of the early years provision and outcomes for children

Children have ample free play-time during the morning and afternoon sessions and because there is a high ratio of staff to children, many children have individual attention at times. This also enables staff to talk meaningfully with children and encourage their understanding and learning. For example, children are fully supervised on the indoor climbing frame and learn very effectively to manage their own movements well. They are also learning to use outdoor equipment and staff help them to set up the bamboo gutters safely to make a water fall. They carry water enthusiastically in different containers and pour this into the sloping bamboo. Children ride on tricycles learning to negotiate obstacles and each other when travelling. They play in the outdoor play house instigating role play and building relationships with each other. Children thoroughly enjoy water play in the trough, using syringes and plastic tubes to solve problems of transferring the water. They are eager to use knives at snack time and try to manage cutting up the fruit, they practise with small sawing actions and readily tell staff when they need help. They talk about the pears being soft and the apples being hard. Children manage well with utensils at lunch time and concentrate when using forks and spoons.

Children learn about their health through the daily routines and the conversations with staff. They are reminded to cover their mouths when they cough, use tissues for their noses and they are reminded to put these in the bin. There are posters in place to remind children about germs when they cough and low mirrors are situated to enable children to check their faces when washing before and after lunch. Children gradually learn to be independent and they can access the nearby toilets with ease. They have snack time when they choose and they sit together to eat lunch with staff, learning to serve their food from dishes on the table. The adult interaction during meals encourages children to learn about conversation and socialising. Staff praise children promptly when they show good manners at the table.

Children enjoy the small family group times that take place during the morning and afternoon. These daily routines encourage and enhance children's self esteem and ability to speak in front of others. They remember their news, they answer questions and join in with learning the days of the week, the weather and the months of the year. Children's language skills are also encouraged when they concentrate on letter sounds. Children find writing materials and spontaneously make marks on the signs that are displayed, they practise their own names and

learn to link the first letter sounds of their own name. Staff include individual story time when children request this and they read from a wide a varied selection of books available, sitting comfortably and encouraging children to relax. Group stories are also spontaneous and staff know the children's preference for 'The Bear Hunt'.

Children have full access to a computer and a printer, when they show interest, staff encourage and assist them. They keenly learn to make patterns on the large light box with transparent red paper; they show delight at being able to see the light through the paper. All children take part in a special music and singing session with a visiting teacher, they learn to listen and follow instructions, they sing and practise following rhythm, they carry out actions to the music. Children are very happy and occupied at all times and their individual needs are fully met.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met