

Caring Daycare

Inspection report for early years provision

Unique reference number	119969
Inspection date	26/05/2011
Inspector	Michele Beasley

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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 Nursery opened in 1989 and is part of a 'family' of ten nurseries. The nursery operates from 12 rooms in a large Edwardian house in Haslemere and embraces the Montessori philosophy in parallel with traditional 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, natural 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 and 6.30pm all year round, excluding Christmas and Bank Holidays. Children attend for a variety of sessions. The setting currently 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 for 88 children. Currently there are 120 children on roll in the early years age range, of whom 39 children are funded. There are 21 members of staff who work with the children and the majority have a recognised early years qualification. Two members of staff have an early years degree and two are working towards a degree including the nursery manager. The manager receives support from upper management and from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery demonstrates exemplary practice and effective organisation to ensure all children make extremely good progress. The staff team all value the uniqueness of each child and tailor their care, learning and development requirements to fully meet their individual needs. The use of phonics supports children's early literacy and communication skills generally well. Management and staff are wholly dedicated to continuous improvement and are extremely well organised to ensure steps to review and implement future improvements are achieved.

What steps need to be taken to improve provision further?

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

- develop the use of linking sounds to letters, naming and sounding the letters of the alphabet

The effectiveness of leadership and management of the early years provision

The owner and management give top priority to promoting the welfare of all children. Children's welfare and safety are effectively protected as staff have a comprehensive understanding of child protection. All receive regular safeguarding training. Detailed safeguarding policies are in place and staff have a robust understanding of their responsibilities and procedures to follow should they have concerns about children's welfare or safety. Staff are vigilant and ensure they accurately identify visitors to the premises. Effective systems are in place to ensure that all staff are suitably qualified and rigorously vetted. A well-established team of staff who are very well supported by strong leadership and management continually strive for improvement through good self evaluation. Effective multi-agency working, the sharing of information with parents and frequent uptake of training opportunities ensures outstanding outcomes for all children.

Exceptional partnership between parents and carers are in place where they are highly valued as an integral part of the nursery. Parents are fully included in their child's care and learning. For example, parents complete questionnaires and are invited to open evenings and special events. In situations where parents may have difficulties due to family commitments, alternative arrangements are made to suit their needs. For example, by communicating via email. Each day staff talk to parents individually about what their child has been doing and suggest ways that they may extend and continue this at home. Parents are provided with excellent information about the nursery and their child's learning. They contribute to their child's profile and have regular access to their child's progress records. Staff keep them very well-informed and have established solid links that significantly contribute to a child's continuity in learning and their security.

The setting welcomes all children and is able to provide effective support for children with any additional needs. Excellent links are formed with other nurseries, schools, health care professionals and early years' advisors. This practice aids transitions and enhances professionalism. Staff skilfully and effectively support and promote children's understanding of equality and diversity by ensuring the uniqueness of each individual is valued and all children are fully included in all activities. The setting takes extensive steps to ensure the needs of all children are met as they adapt and resource the environment appropriately and undertake additional training to ensure that the needs of the child are their main priority at all times.

The enthused, dynamic management provides effective leadership for a team of highly experienced, well qualified and motivated staff. They are committed to developing staff expertise and together they identify training needs. The setting is particularly well-managed due to upper management being situated on the premises, freely giving advice and support to the nursery manager. Staff are highly valued and are involved in driving improvement. Morale amongst staff is extremely high and all staff work seamlessly together. Management lead and encourage a culture of reflective practice. Ideas for continuous improvement are clearly identified by the management team, staff and parents and from listening to the

children. The recommendations from the previous inspection have been successfully achieved.

The setting is exceptionally well-resourced and children have access to a varied environment both indoors, and outside in the extensive garden. Children are encouraged to be independent learners and all resources are labelled and easily accessible. Staff know the children very well and make regular observations and assessments of children's learning. They draw up quality plans for each room within the nursery with in these they always differentiate the learning opportunities for individual children, groups of children or those who may need extra support or more challenge.

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

Children relish their time at nursery and play a dynamic role in their learning. They make rapid strides in their development because practitioners have an excellent understanding of how children learn most effectively. The nursery rooms are organised into areas linked to the areas of learning making exceptional use of space, both inside and out. Children develop excellent levels of independence. For example, they use a dustpan, brush and rollers to sweep up polystyrene shapes from the floor after activities. Children make their own choices within the environment confidently, extending their individual ideas through play. As a result, children are highly motivated and behave well, enabling them to achieve their full potential.

Babies and young children build excellent relationships with their key workers and peers. They thrive in the exciting range of activities and experiences offered to them. They show their mobility skills by crawling up and down small steps in their room and delight in pressing keys on electronic toys which light up and make sounds. Children become competent learners as they solve problems when building with large blocks in the block area and build houses. They use mathematical language as they consider using more or less different sized blocks to make the walls. Babies are helped to explore their senses. They independently access a range of tactile toys, which includes treasure baskets with natural objects. They explore creative activities such as playing with shaving foam, flour, sweetcorn sand and water. Practitioners have an expert knowledge and understanding of the foundation stage curriculum, documenting children's progress and next steps exceptionally well and using an excellent range of questioning techniques and inspirational teaching methods to extend children's learning. Children freely express themselves creatively and have access to a wide range of tools and resources.

Children learn to keep themselves safe in welcoming and stimulating facilities, where they are able to freely move around the inside and outside learning environment across the session. Practitioners are vigilant about children's safety. They ensure this with highly effective implementation of thorough daily risk assessments and exceptionally detailed health and safety policies and procedures

across the provision. Children talk about safe practice, for example, they recognise they must run on the grass outside instead of the path to avoid spilt water where children have been filling up buckets from the water butt. They talk about safety during block play, recognising the need to use two hands to carry blocks from one place to another.

Children excitedly touch and look at their work displayed for Chinese New Year and The Royal Wedding, taking part in a mock wedding. Diversity is celebrated in the setting as photographs of children's families are displayed and a broad range of resources positively reflect the wider world we live in. Children enjoy listening to a favourite story acted out with props which bring it to life. Children gain early understanding in number and begin to write letters, all of which lay firm foundations for skills needed in future life. However, children have limited opportunities to develop linking sounds to letters, naming and sounding the letters of the alphabet.

Children's curiosity and investigative skills are greatly enhanced by using wind-up torches and digital cameras. Children have access to a computer on a daily basis learning to use a mouse to operate educational programmes. They are beginning to learn about exercise, through moving to action songs, describing how their body feels and how it is beneficial to be healthy. Children learn cricket techniques by batting and bowling balls. The large front garden, has large climbing apparatus and curiosity corners which provide opportunities for children to den build, play hide and seek and go on 'bug hunts' looking under bushes and logs for minibeasts. This promotes children's learning and curiosity about exploring the natural world. Children delight in chasing a member of staff with a mask on as part of an extension to a story the staff have brought to life. Children can sit and look at books on wooden benches and chairs in a wooded area part of the garden.

Good health and well-being are promoted very effectively and successful steps are taken to prevent the spread of infection. Drinking water is accessible to most children at all times in the nursery. Although in some rooms, staff give the children their beakers, children cannot always access drinks when they want to. Children's food is prepared off site and brought to the nursery, it is interesting and diverse. Children are enthusiastic about the food and enjoy the variety of flavours and experiences. They serve themselves where appropriate and often ask for second helpings.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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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