

Caring Daycare Limited

Inspection report for early years provision

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Inspector Debbie Newbury

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Type of setting Childcare - Non-Domestic

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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*.

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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 Limited is one of 10 nurseries run by the Caring Daycare group. It opened in 2011 and operates from 11 rooms in a converted residential building. Children have access to an enclosed outdoor play area. The nursery is in a residential area of Camberley in Surrey. It is open each weekday from 7.30am to 6.30pm for 52 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 91 children may attend the nursery at any one time. There are currently 27 children in the early years age range on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four. It welcomes children with special educational needs and/or disabilities, and children who speak English as an additional language.

There are six members of staff, of whom all hold early years qualifications to at least a level 3. The manager holds a Foundation Degree in Early Years and Childcare and another member of staff is working towards this qualification.

Caring Daycare Limited is a member of the National Day Nurseries Association and has achieved the Investors in People award. The nursery receives support from the local authority early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There is a very happy atmosphere at this new nursery where all children are welcomed and have their individual welfare needs met well. Children make good overall progress in their learning and development in a largely stimulating and enabling environment. Key strengths lie in the nursery's provision for safeguarding and in its capacity to help children stay safe and healthy. Strong leadership and management, coupled with a supportive staff team and clear systems for monitoring and evaluating practice, means that the nursery is very well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend further opportunities for outdoor play and learning.

The effectiveness of leadership and management of the early years provision

Highly rigorous systems are implemented to safeguard children. Caring Daycare Limited implements stringent procedures in respect of recruitment and vetting and to ensure the ongoing suitability of its practitioners. Comprehensive risk assessments cover all aspects of the nursery and are undertaken by the whole staff team. This means that there is a collective approach to ensuring children's ongoing safety and instils the expectation that this is the responsibility of everyone, not just management. Closed circuit television is an additional measure used to promote safety. This also has the added benefit of allowing parents to observe their children, as well as allowing staff to monitor practice. All documentation is very well maintained with many records, such as children's individual details, being updated every six months. Both management and practitioners display extremely secure knowledge and understanding of child protection issues and the procedure to follow in the event of any concerns.

The uniqueness of each and every child is fully recognised and children's individual welfare and learning and development needs are met on an ongoing basis. Play materials are organised indoors to be easily accessible, enabling children to help themselves and make their own decisions. Equipment meets the needs of the children using it. Practitioners work hard so that the nursery environment fully reflects children's home languages and cultural backgrounds through labelling, displays and books. Lots of resources in each room help children learn about similarities and differences and to value others.

Highly effective operating procedures underpin the organisation of the nursery. Staff are effectively deployed and have an extremely secure understanding of their role and responsibility. Staff from other Caring Daycare nurseries have brought their knowledge and good practice to this nursery. This means that although the nursery is new, it is being built from strong foundations. All practitioners are qualified and the importance of ongoing professional development and the benefits this can bring is fully recognised. Morale is high. The nursery manager has tremendous drive and ambition. Staff appreciate that she spends time with them in their base rooms and listens to their views.. Well-defined monitoring and self-evaluation procedures that take account of the views of all practitioners, parents and children result in focussed and well-targeted plans for development, which are likely to improve outcomes for children.

Parents are well informed about the nursery. Policies and procedures are accessible, a wealth of information is displayed on notice boards and the nursery operates an open door policy. Parents are invited to join children and staff for coffee mornings, messy play sessions and to share in special events, such as Grandparent's Day. All of these measures highlight the importance the nursery places upon developing strong and effective partnerships with parents and carers. Parents indicate that 'so far they are very impressed with the nursery' and feel that it is 'making a real effort to get parents involved'. There are clear systems in place to establish effective partnerships with other professionals involved in children's care. However, these are not fully embedded at present because the nursery is so

new.

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

Children are settling well because practitioners interact with them in a caring, interested manner. They speak to children with kindness and affection, give them lots of cuddles and have high regard for their individual needs. Children learn about safety and security. For instance, children explore the climbing apparatus with confidence. They are helped to understand the need to wait until other children have got off the slide before they come down so that no-one gets hurt. This helps children make links between their actions and potential consequences, thus instilling understanding of how to stay safe.

All areas of the nursery are extremely clean, comfortable and well maintained. Practitioners follow extremely effective practice to minimise the potential for the spread of infection and they support young children's developing understanding of good personal hygiene routines. For instance, older children wash their hands before lunch and put their used paper towel in the bin. The nursery gathers important information about children's dietary requirements and parents' preferences. Food is well balanced, nutritious and healthy and the menu offers a wealth of different options to ensure that the needs of each and every child can be catered for. Older children are encouraged to serve themselves and pour their own drinks, which helps to instil a can-do attitude. Practitioners follow the individual feeding times for babies and they manage mealtimes well. Children are settled for a sleep as and when they need this and they are checked at regular intervals to ensure their safety. All children, including babies, benefit from fresh air and exercise as outdoor play is an integral part of their daily routine. The 'friendship zone' in the garden provides a designated area for children to go if they want someone to come and play with them. The nursery garden is being developed into an attractive play space that will offer scope for all areas of learning although it is not yet as stimulating and enabling as the indoor environment. There are a variety of additional resources available that practitioners can take out for children to explore. However, these are not always provided to maximise learning opportunities and arouse children's interest and curiosity.

Practitioners appreciate the important role they play in helping children understand acceptable ways to behave. Children's confidence and self-esteem is effectively fostered because they are praised beautifully. Children are becoming curious and inquisitive learners. Even the youngest children are encouraged to be as independent as possible and they gain a sense of achievement in their ability to do things for themselves. Play materials in all rooms cover all areas of learning and incorporate some innovative ideas. For instance, the light box enables young children to investigate technology in an unusual way. Young children benefit from lots of opportunity for sensory play. They have great fun as they play with shredded paper, picking this up and letting it flutter through their fingers. They explore the texture of rice in a large shallow tray that children can climb into. They explore mark-making using water and chubby paintbrushes. Older children listen

with obvious enjoyment to a well-known story. They join in with familiar refrains and are encouraged to think about how the story made them feel. Children are encouraged to listen and follow instructions. Practitioners use incidental opportunities that arise to promote children's awareness of numeracy and to encourage counting. The nursery's use of observational assessment to monitor children's progress and achievements and to plan for the next steps in their learning is developing well.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
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	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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