

# Caring Daycare

Herbert Shiner School, South Grove, Petworth, West Sussex, GU28 0ED

<b>Inspection date</b>	30/01/2013
Previous inspection date	06/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
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 is satisfactory

- Children are keen and motivated learners who make good progress across all areas of learning in their time at the nursery. Staff plan a range of interesting activities and experiences which effectively supports children's learning and development.
- Partnerships with parents are good. The setting provides parents with good information about their child's development. They encourage parents to be involved in their child's learning throughout their time at the nursery.
- Children are happy, confident and settled, they have formed close and secure relationships with the staff caring for them.

### It is not yet good because

- Although the management team have a secure understanding of the learning and development requirements, their understanding of the welfare requirements is less secure
- Children learn about mathematical concepts during planned activities and through using a range of resources. However, opportunities to extend their knowledge through everyday routines, are sometimes missed.
- Not all staff actively promote children's understanding of their own health through discussion.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all play areas and completed a joint observation with the manager in the preschool group.
- The inspector held meetings with the manager, area manager and proprietor.
- The inspector looked at children's assessment records, the planning for each age group, children's contact books.
- The inspector checked evidence of suitability and qualifications of staff working with the children, a range of documentation and self-evaluation documents.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Hazel Farrant

## Full Report

### Information about the setting

Caring Daycare, Petworth registered in 2009 and is set in the grounds of Petworth Primary School, in Petworth, West Sussex. 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 nursery is privately owned and managed.. It is one of 12 nurseries

in the Caring Daycare group. 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, there is 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 opens from 8am until 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 and there are currently 75 children on roll. The nursery is in receipt of funding for early education. The setting supports children with learning difficulties and/or disabilities as well as those with English as an additional language. There are currently 12 members of staff employed to work with the children, 10 have suitable early years qualifications. The provision is supported by the local early years network.

### **What the setting needs to do to improve further**

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

- strengthen children's understanding of their own health and self-care by talking to them about the importance of hand washing
- strengthen children's mathematical skills by using number words in meaningful contexts to encourage estimation, for example, estimate how many cups needed at snack time and mealtimes.

### **Inspection judgements**

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

Children are keen and motivated learners who make good progress across all areas of learning in their time at the nursery. This helps them prepare for their next stage of learning and eventually for school. Staff plan a range of interesting activities and experiences which effectively supports children's learning and development. Staff know how children learn through play and through taking part in activities which follows their current interests. As a result, children's interests are at the forefront of planning. For example, staff notice children show an interest in a popular firefighter television character. Staff develop children's interest and enjoyment through encouraging them to make fire hoses out of card and tissue paper. Children use their imaginations and creativity well. For example, they decide that the fire hoses can also be used as rockets and spontaneously fly them around in the air.

Children's communication and language is very successfully promoted. Staff give quality on-going commentary to children which enables them to learn new vocabulary during their play. Children become very animated when they name and describe different parts of the body. For example, they know that the heart beats faster when they running around and slower when they are resting. They clap their hands fast and slow to consolidate their understanding further. Throughout the nursery, children have good opportunities to develop and refine their early writing skills through a wide range of easily accessible drawing materials. Children benefit from very good resources across the provision. Most of the furniture and equipment throughout the nursery is made from natural resources. This creates a stimulating environment to enhance children's learning experiences. Babies benefit from the heuristic play baskets, where they are able to develop their understanding about the world from a young age. Children learn about mathematical concepts during planned activities and through using a range of resources. However, staff do not consistently extend children's mathematical skills during everyday routines. For example, by encouraging children to estimate the number of cups needed at snack time and pairing concepts when helping to set the table.

Planning and assessment systems provide focus to ensure that children can make good progress in their time at the setting. A wealth of information is gathered from parents and carers when their child first attends. This acts as a secure platform for staff to allow them to plan to help children settle quickly and make progress from the outset. The exchange of information is continually encouraged throughout the children's time at the nursery. This ensures that partnership working is highly valued and effective in helping parents support their child's learning at home. There are effective processes in place to enable staff to complete the two-year progress checks. This ensures any additional needs for each child can be planned for and supported effectively.

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

Children are happy, confident and settled, they have formed close and secure relationships with the staff caring for them. Children enjoy sitting or cuddling up to staff during quiet activities such as story time. They confidently ask for help when they need it and thoroughly enjoy adults joining in with their games. For example, children playing in the outside play area invite a member of staff to join in with 'follow the leader'. This close relationship between staff and children enables children to enjoy their time at the nursery. Staff have a high expectations of children's behaviour and good manners. They promote this well through gentle reminders and by acting as good role models themselves. As a result, children are developing skills to help them build positive relationships with their peers. There is a wide range of good quality resources throughout the nursery, which actively promotes all the areas of learning. Overall, children's independence is promoted well. For example, resources are labeled with words and pictures and are stored at child height. This means that children can lead their own play. Older children are gaining skills in self-care. They easily put on their coats for outdoor play and independently access drinks throughout the sessions.

Overall, staff follow effective hygiene procedures are followed by staff as they care for children. However, not all staff actively promote children's understanding of health and self care by modelling good hygiene and by talking to children about the importance of hand washing. In particular, when they help children to wipe or blow their own nose. Children have suitable opportunities to learn about safety. For example, they understand that sand must not be thrown and learn how to use tools such as scissors safely. This results in children developing a secure understanding of how to remain safe.

Each day children are able to enjoy a wide range of activities in the outside secure play area. They use skills of balance, throwing, catching and balance. Children also enjoy manoeuvring around one another when using the sit and ride toys. They point up to the sky when they hear a plane flying above and share the experience with their friends. Children learn about their community through taking part in local outings. They learn about their wider world through discussions and taking part in planned activities to celebrate a variety of cultures and festivals. Overall, systems to prepare children for transitions within the nursery and to other settings are effective. For example, children regularly visit the nearby primary school so that they are happy and confident to start full-time education.

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

The management team has a good understanding of their responsibilities in meeting the learning and development requirements. They are successful in challenging staff to encourage them to think about how they plan for children's learning, and monitor the educational programme well. This helps children to progress and achieve their next stage in their development. A secure commitment to furthering staffs knowledge is displayed by the management of the setting. They provide both external and in-house training to ensure that staff keep up-to-date in their knowledge and understanding. This, in turn, benefits children's learning and development. Self-evaluation highlights the settings strengths, and areas of improvements. However, although management has a secure understanding of the learning and development requirements, their understanding of the welfare requirements is less secure. The inspection was brought forward following concerns about accidents at the setting. The inspection found that management acted appropriately to inform parents and seek appropriate treatment. However, they failed to notify Ofsted of a serious injury of a child whilst in the care of the nursery. It is a requirement to do so. On this occasion, do not intend to take further action. The provider is aware of the procedures to follow. In addition, the provider does not meet all the requirements of the Childcare Register.

Recruitment and selection procedures results in children being cared for by safe and suitable adults. All staff are required to complete an induction process and attend safeguarding training. As a result, staff have a clear in their understanding of the procedures they must follow if they are concerned about a child in their care. Staff are deployed appropriately and ratios are maintained at all times to ensure children are supervised and supported. Partnerships with parents are good. The setting provides

parents with good information about their child's development. They encourage parents to be involved in their child's learning throughout their time at the nursery. The parents spoken to during the inspection were highly complementary about the care of their children. They say, 'The staff are brilliant' and 'They keep me well-informed each day about how my child has been'. Close links with other professionals and early years provisions where the children also attend are effective and secure. All required documentation is in place. The premises are secure and all elements of the setting are risk assessed to promote children's safety.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

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

- ensure that Ofsted are informed of any serious accident or injury to any child while receiving childcare

### 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

<b>Unique reference number</b>	EY390596
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	902761
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	71
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Caring Daycare Limited
<b>Date of previous inspection</b>	06/10/2009
<b>Telephone number</b>	01798343728

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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 that are usually their 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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