

Caring Daycare

Park House East, Heathcote Road, CAMBERLEY, Surrey, GU15 2EU

Inspection date	09/07/2014
Previous inspection date	04/11/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff gather good levels of information from parents about children's needs including health and dietary needs. Staff actively promote children's awareness of a healthy diet.
- Teaching in the pre-school and for babies is good. Children enjoy their time with familiar staff and are active, busy, and engaged. Older children are well prepared for their move to school.
- The nursery has established positive partnerships with other professionals to support the additional needs of the children they care for.

It is not yet good because

- Monitoring is not rigorous enough to ensure staff consistently promote and assess toddler's learning and implement the nursery's policies.
- Staff deployment in the younger age range is not fully effective. This means that children do not always get the support they need to promote active learning or help them feel settled and secure.
- Staff do not plan sufficient meaningful activities outdoors for younger children to enhance their development.

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 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 the main rooms of the nursery and garden area.
- The inspector held discussions with the leadership team and conducted a joint observation with the manager.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the nursery's policies and procedures.
- The inspector looked at samples of observation, tracking and assessment records, planning documentation, evidence of suitability for staff working with children in the nursery, and a range of other documentation.
- The inspector took into account the views of children and written comments from parents and carers.

Inspector

Melissa Cox

Full report

Information about the setting

Caring Daycare Limited registered in 2011 and changed ownership to the Busy Bees Chain in 2014. It operates from 14 rooms in a converted residential building with enclosed gardens for outdoor play. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 93 children in the early years age group on roll. The nursery is open each weekday from 7.30 am to 6.30 pm all year round except for bank holidays. The nursery provides free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those children learning English as an additional language. The nursery employs 19 members of staff to work directly with the children. Of these, three staff hold a relevant National Vocational Qualification at level 2 and 17 staff hold a qualification at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staffing arrangements meet the needs of all children and that they are adequately supervised at all times and particularly during routines such as meal times, nappy changing and when using the garden area and jungle room
- implement an effective monitoring system to ensure staff have the necessary skills and knowledge and a clear understanding of their roles and responsibilities with particular regard to the use of mobile phones, quality of assessments for some children and consistency in quality of teaching and support for younger age groups

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

- extend opportunities for meaningful play and learning in the outdoor area to further promote children's development and enjoyment.

Inspection judgements

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

Children are making suitable progress in their learning and development overall and this is good for some age groups. Teaching is secure in the pre-school and baby rooms because staff are a well-qualified, stable team. They have a good understanding of children's learning individual needs. This means that when they interact with the children, these

interactions are purposeful and help support children well to move to the next step in their learning. For example, babies are gently supported to take their first steps as staff help to build their confidence in standing unsupported. They offer good levels of praise and encouragement, which gives the children the security to try new things. Assessments are generally accurate, up to date and are a true reflection of the areas that children do well in and are working towards. The range of planned activities on offer meets the needs of this group of children because it reflects their varied stages of development. Very occasionally at mealtimes or other busy times there is a lack of available staff directly working with the children although the impact of this is marginal in this age range. Overall, babies are generally given good levels of support when staff are available to readily support them, which prepares them well for their move to the next room in the nursery.

Teaching in the younger toddler rooms is inconsistent and on occasions does not meet the needs of the children in this age range. Staff show kindness in their interactions with the children but an ongoing issue with deployment means that they are unable to spend good amounts of quality time with children. Children are occupied with a range of toys but any learning is incidental rather than as a result of good quality teaching. For example, a group of children are in one room while another staff member while another prepares the adjoining room for snack. The children are provided with a small selection of construction toys and they are able to choose books in the book corner. They happily wander around the room and some sit with staff who to read to them or help them build with the bricks. Later staff take the children to the jungle room to play. One staff member stays with the children and sits while they climb and jump on the soft play bricks. However, the lack of good teaching support is noticeable. As there is only one member of staff she is not able to actively support each child so her role is more supervisory than purposeful. Staff do not use these interactions to build on early counting, encourage turn taking or actively extend each child's learning. As these active play times are slotted in between routines for the day such as nappy changing time, children are often taken away from their play. This is unsettling for a number of children who are upset by the constant change in staff coming and going between rooms and the move to the next activity. Overall, planning and assessments for this age group do not fully reflect where each child is in their learning because entries by staff are either too vague or lack variation. Some staff fail to identify next steps that reflect the area the child most needs support and information from previous rooms where children were based is not used well enough to build on what children can do to inform planning. Overall, a lack of monitoring in this room, along with poor staff deployment means that children only make steady levels of progress. They are not getting enough support from staff to help them to develop into confident and active learners and some children remain unsettled throughout the day.

Teaching in the next age room in the nursery is more secure because children benefit from a stable team of staff. A particular strength of this room is the role that the key person plays in supporting their key children. Staff know their group of children well and as a result, good levels of support are provided, especially to children with special educational needs. Staff are working closely in partnership with parents and a number of agencies to provide targeted support for this group of children. Children are making good levels of progress given their slightly lower starting points because staff follow clear action plans for learning and the range of activities both challenge and support in equal measure.

Teaching is more focused on individual needs and staff purposefully interact with the children. Overall children develop good personal, social and emotional skills and are well prepared for their move to the pre-school room.

Pre-school age children also enjoy their time with staff and each other. There is a busy feel to the room as each child is actively engaged in play. For example, a group of children are listening to a story. The staff member grabs their attention as soon as she opens the book and begins to read. The group sit well and listen as the story progresses. The staff member asks purposeful questions to gain their continued attention and to promote their listening skills. She extends what she is reading in the book by asking children for their input. They respond with their good ideas on what could happen next, and why. There is a good range of activities on offer in this room that reflect the interests of the children and staff support children well in their chosen play. As a result, children are becoming confident learners. For example, an older child picks up a tablet computer and expertly negotiates the menu and selects a game to play. She details what she is doing in the game and has a clear idea of the task at hand. Children are able to engage in games that support their understanding of early phonics, counting, and problem solving because the use of technology is well embedded, and complements the learning that takes place in this room. This effectively supports children for their move to school and for later life. Assessments of learning in this room are generally reflective of the stage of development that each child is at in their learning. Although some are not fully updated in this room, staff demonstrate their secure understanding of each child in their care which underpins their good interactions. This gives them a solid foundation on which to base the support they give to the children, who show high levels of respect for staff and clearly enjoy their time in this room.

Parents are able to access their child's folders, which are generally freely available. However, not all parents are provided with accurate information about what their child needs to do next in their learning. This is because management do not monitor some assessment folders sufficiently to ensure they contain accurate information and that they cover all aspects of learning. This means that parents do not get a full picture of their child's learning, although do enjoy a useful pictorial summary of what their child enjoys at nursery. Parents are encouraged to make comments on what their child has been doing at home so that staff can link these to what they are working on in the nursery.

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

Staff provide adequate levels of support for the children in their care in order to promote their well-being. A key-person system operates in the nursery and staff obtain good amounts of information from parents when their child first starts at the nursery. The assigned key person then works closely with parents to follow their wishes and home routines in order to help children feel settled in their day. However, a number of recent changes in staffing have led to some weaknesses in how the key-person system is currently operating. While these are temporary and partly caused by the recent staff changes, some younger children find it difficult to settle or engage in play. On occasions, unfamiliar staff are tasked to change children's nappies or sit with them, which causes

them distress as they are not yet known to them. Poor staff deployment also leads to over-stretched staff who are unable to give children the additional attention they need. This does not help children feel safe or secure. However, babies and older children generally show that they enjoy their time in the nursery and appear confident and self-assured. The relationship between staff and their key children is more established and children respond well to the care and attention that these staff give. This is particularly evident in the care provided for children with special educational needs and additional medical needs. These staff are caring, kind and knowledgeable about the child's specific needs and as a result are able to meet these well. Transitions between rooms are managed adequately well and staff hand over information and meet with parents prior to the move to ensure that they are happy for their child to move to the next stage in their learning. Children complete settling-in visits and their key person shares relevant information that helps them to feel settled when they make their move.

Staff support children's sound understanding of the importance of a healthy lifestyle. Children have access to drinking water throughout the day, which ensures they do not become thirsty, especially in hot weather. Older children serve themselves regular drinks and know why it is important to drink water. Children enjoy a wide range of nutritious meals and snacks. Each child's key person is aware of their dietary needs and ensures that the food provided meets their individual requirements. For example, staff have a comprehensive range of menus for young babies as they progress through stages of weaning and cater for children's dietary or religious preferences. A suitable system is in place to ensure that agency staff and bank staff are aware of these in order to promote continuity of care. Lunchtimes are sociable occasions, and children sit together and talk about their day with staff. Older children show good levels of independence and they set the tables for lunchtime and competently serve themselves, observing good table manners. Staff promote hand washing and self-care skills from an early age and older children show a good awareness of why this is important. They are competent in managing their care needs in readiness for school. There is a suitable range of child-sized equipment and resources to support children's needs and the rooms are generally well resourced. However, sometimes these are not used to good effect to support learning. This is because of issues with staff deployment, which mean that some resources are not always accessible to the children. For example, staff close the adjoining doors in some rooms while they clean up after lunch. Therefore, children cannot access messy play or writing and drawing resources at this time. The means children are limited to the small selection of construction toys and books that staff have put out for them in the other smaller room. Older children are able to access a wider range of resources, which are open-ended and accessible. This helps them make decisions about their own play and ensures that they are purposefully engaged. Behaviour is managed suitably well. Staff have been working on a number of positive strategies to support older children in the nursery who are still developing their understanding of sharing and following the group rules. These agreed strategies are in line with their behaviour policy and parents are fully included to promote consistency in the approach. Overall children generally behave well and show an understanding appropriate to their age and stage of development.

Children have access to a large garden area that they use at set times in the day. This area is resourced with a range of fixed equipment and some ride on toys that helps children develop their physical skills. Children run around in the large play space, hide in

the tunnels or climb and slide down the slide. Overall, the area is used suitably well, but because staff do not plan well enough or add a further range of resources to extend their learning they miss opportunities to promote active learning. For example, younger children who are learning to walk do not have access to suitable resources to support them to gain their confidence to take their first steps and staff do not take the cover off the sandpit so children are able to play in the sand. Equipment such as the small playhouse lacks any additional resources inside and staff give non-mobile babies a small box of bricks placed on a towel with which to play. Older children play more purposefully outside as staff have planned better for their needs and they squeal with delight as they run, hide and discover bugs and other insects hiding in the nature trail.

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

This inspection took place following a notification from the provider about an incident when a child was left in a corridor, during an outdoor play session. We needed to check to see if the provider meets the requirements for staff deployment and ratios. In particular, these concerns related to how staff manage their deployment in the nursery when they use the outdoor area and also how well children are supervised when they are playing outside. At the inspection, we found that the provider took swift action to review risk assessments and improve supervision when children go outside to play. However, this is being implemented with marginal success because staff are still becoming familiar with the new procedures. As a result, when children and staff move through the nursery to the garden area, there is a delay while staff organise children into small groups. This means that children wait in the hallways between rooms for a short while before they are able to go outside and some become confused as to why their friends are able to go outside while they are made to wait.

In addition, the inspection found that although staff ratios are met, during busy times in the nursery staff deployment does not meet children's needs. This is because staff are not always readily available to support children directly because they are involved in tasks such as preparing meals for babies in the nearby kitchen area or taking small groups of children to have their nappies changed. This leaves one member of staff in charge of the remaining group for short periods of time, which only allows for general supervision and does not support children's safety. Some younger children become very unsettled as familiar staff move between rooms and are unable to give them the attention that they need. As a result, the provider was in breach of the requirement that requires staff deployment to meet the needs of the children in their care to promote safety and ensure their continued well-being.

There is a suitable regard to safeguarding children in the nursery. The premises are secure. Parents comment that procedures for dropping off and picking up are robust because staff challenge all adults who are unknown to them. Main doors are electronically controlled and exits are closely monitored by closed circuit television (CCTV) cameras for added security. Risk assessments procedures are generally secure and staff have risk assessed all areas of the nursery and garden. They complete a full review of any incidents

that occur and implement suitable safety measures as a result of any findings. Staff record accidents and incidents are recorded, and inform parents. The use of CCTV enables the provider to look at any accidents as they occur to review practice as necessary.

Staffs understanding of how to implement child protection procedures are generally sound. The management team attend regular training to update their understanding to in this lead role and they demonstrate a satisfactory regard to their role and what to do if an allegation is made against a member of staff. The staff team, including agency and bank staff, have an up-to-date understanding and show a good awareness of the nursery's whistleblowing and child protection procedures. Appropriate written safeguarding procedures are in place to promote the safety and welfare of children including a mobile phone and camera policy. These are observed by most staff and visitors. However, on the day of the inspection it was noted that a staff member walked through a small section of the nursery with her phone on display for a short period. Although the impact of this is minimal because all other staff and visitors strictly observe the policy, this does not demonstrate that the implementation of all written procedures are robustly monitored in practice at a leadership level.

Procedures to monitor the delivery of the educational programmes in the nursery require improvement. The manager has not implemented a robust enough procedure to identify or tackle the inconsistencies in level of progress some children make. The quality of teaching also varies from room to room as does the accuracy of staff's written assessments and the information they subsequently provide to parents. The current system to monitor the quality of teaching across all the rooms does not provide an in-depth assessment of good teaching practice. Recent changes in staffing in some of the rooms have also meant that some staff are less familiar with the age group and needs of the children they are now working with. Poor staff deployment at times has also affected the levels of purposeful individual support that children receive. The provider has not monitored or sufficiently addressed these issues. However, the capacity for the staff team to make the necessary improvements is good. The introduction of a new regional support team as a result of a change of ownership means that self-evaluation is becoming more accurate and identified weaknesses are now being promptly addressed. The new management team demonstrate a clear understanding of the strengths and weaknesses in the nursery and a comprehensive action plan is underway to address the weaknesses noted at this inspection. New electronic systems for monitoring the effectiveness of teaching are being introduced.

Partnerships with parents and carers are well established to meet children's care needs. Newsletters, display boards, and social events give parents and carers further opportunities to become involved in nursery life although this has a limited impact on the progress children make in their learning. Parents comment positively on the care and support the staff team provides to their family. This relationship overall meets children's care needs well because the regular exchange of information, through daily discussions and written information, allows for consistency in care and routine. Bi-annual parents' evenings allow parents to meet with staff on a more formal basis to discuss how staff work with their children in their learning. There are good partnerships with local schools. Teachers visit the nursery to meet the older children in readiness for their move to school. They meet and discuss each child's individual needs so they have a clear picture of how to

support each one as they move on to school. Regular meetings with outside professionals ensure that there is continuity in support for children with special educational needs. Staff work well with these teams to implement a range of action points to support children's learning.

The Childcare Register

The requirements for the compulsory 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	EY424426
Local authority	Surrey
Inspection number	980801
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	91
Number of children on roll	93
Name of provider	Caring Daycare Limited
Date of previous inspection	04/11/2013
Telephone number	01276 675857

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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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