

Caldecott Daycare

Inspection report for early years provision

Unique Reference Number	EY261328
Inspection date	26 November 2007
Inspector	Tracy Bartholomew
Setting Address	Caldecott Road, Abingdon, Oxfordshire, OX14 5HB
Telephone number	01235 523132
E-mail	headteacher@caldecott.oxon.uk
Registered person	The Governing Body of Caldecott Daycare
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Caldecott Day care opened in 2003. It operates from Caldecott Primary school in south Abingdon. The group serves the local area.

There are currently 36 children from three to five attending the day care. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The day care opens five days a week during school term times between the hours of 09:00 and 15:00. Before and after school care is available five days a week during school term times from 08:00 until 08:45 and 15:00 until 17:30. Holiday care is available from 08:30 until 17:30.

A total of seven staff work with the children. Over half have early years qualifications to level 2 or 3; one staff member is currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well protected from the spread of infection. They learn and understand how to manage their own hygiene through routines such as washing their hands after using the toilet meal times and going out to play. Staff ensure they follow established routines such as wearing gloves for body fluids and aprons when cutting up snack. Any child who requires first aid receives appropriate treatment due to all staff having undertaken a four day first aid training.

All mandatory requirements are in place in connection to health, however further consideration should be given in relation to the administration of medicines. Children receive a varied diet each day if they chose a school dinner which positively promotes their on going development. Some children bring their own lunches which are carefully monitored to ensure they contain a good balance of nutritious food and appropriately stored. Children with special dietary needs are well catered for as staff clearly record and appropriately implement these. Children have good access to drinks during the day; they are offered carton milk and water is regularly offered to ensure the children take on appropriate fluid.

Children's physical development is well supported. The children enjoy playing in the school garden which has various types of equipment such as slides, sand pit, wheeled toys and creative games to encourage development of their coordination skills. The children have use of the hall for structured physical education where they make good use of the indoor space for physical play. Activities such as dancing, apparatus and balancing games are planned which assists the children with all their physical development, whilst learning new skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a good sized open plan room, where they have access to the hall for further exploration. This space is well adapted to meet the children's on going needs as areas can be adjusted to suit their needs. This careful use of space ensures the children get the most from their surroundings and positively ensures children can progress into school without becoming too anxious.

The room is welcoming and incorporates children's art and craft well. The children benefit from the focus the staff have on their learning, as the area is inviting and encourages them to relax and play. Children have good access to a wide range of resources. These are very well maintained and stored in low level units which are clearly labelled. Children are able to develop their self help skills from obtaining items from the cupboards. They can use the low level sinks in the room to clean their tools, which helps them to develop their independence skills and teaches them to respect and take care of toys and resources.

All children are safeguarded as the staff have all undertaken appropriate training in child protection. All possible risks are comprehensively assessed and appropriate action taken to minimise them. Clear documentation is in place to support the setting, and welfare of the children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting. They have endless enjoyment exploring the tactile resources such as sand and water, using pipes to blow bubbles. Children all receive high levels of staff support. Staff are skilled to know when children are happy playing unassisted and when they need guidance, for instance when playing with the play dough and using the computer. The resources are set out on the floor so children can easily access them. Staff encourage their play and development and when children start to write on their art work, they assist by sounding out the letter for the children to make marks. This first class quality play and ongoing opportunities ensures that the children are developing across all areas.

Nursery Education

The quality of the teaching and learning is good. Children are making good progress towards the early learning goals of the Foundation Stage. Staff have secure and in depth knowledge of the Foundation Stage and are fully aware of how to ensure the children cover all areas during activities, however, further opportunities could be considered in utilising the outside space. The activities clearly reflect the needs of children and taken account of their individual learning stages. Staff use good consolidation techniques through repetition and questions as all activities are planned to support the children's individual learning. For example, when using the dinosaurs to develop the children maths, praise and encouragement is given to the children to progress their sorting and counting. Assessments of the children are rigorous. Staff demonstrate a thorough knowledge of tracking the children's progress and use the information effectively to guide planning.

Children are learning to sit and listen during singing and circle time. They enjoy story times and sit well whilst listening to Little Lumpty. They are keen to join in all circle time activities and confidently join in with the preparation for singing for Christmas. Children know print has meaning and pretend to write down each other's personal details including shoes size, whilst playing at the shoe shop. They show curiosity whilst undertaking activities such as sand and dough play. They love to explore and pour the sand and watch how the dough can be shaped sharing their experiences with the staff present.

Children make good observations of the world around them such as what the weather is like outside and what is happening on the building site. These discussions lead to further observations such as, 'new bricks have arrived'. They have a keen interest in how things work and understand how to use the mouse and the printer for the computer, often with children helping each other, which assists with the forming of relationships. Children undertake a great deal of art and craft in their play. They have a wide range of resource freely available for them to self select. Good displays around the room, clearly show the children that their efforts are valued.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well met. Staff record clear details about all children's needs and preferences, this is used effectively to ensure all individual needs are met. Children celebrate different festivals in their art work and displays. They have recently celebrated Diwali, where the children took an active part in making diva lights, tasting breads, and making rangoli swirling art pictures. Activities and topics such as these ensure that the children are developing a secure

knowledge of the wider world. This positive approach fosters children's spiritual, moral, social and cultural development.

Children's behaviours are managed thoughtfully, with children with additional needs well supported. Staff discuss at children's level in tranquil tones what is acceptable. They gently remind children of the rules, such as being kind to each other. Children respond well to this and older children remind their friends in the play ground the rules such as sharing the builder's hat. The setting welcomes all children, including those with additional needs. To support the staff in this area the nursery has developed a resource area for staff which includes information on many different needs which children may have.

The partnership with parents and carers is good. The nursery develops close working relationships with the parents and carers and involves them as much as possible in their child's time at nursery. This is effectively managed by the staff informing parents of what topic work they are doing, and advising them how they continue this at home. Parents are encouraged to view their children's developmental records whenever they wish. There are good opportunities for information exchanges at the beginning and end of the day, which ensure the children receive a consistent continuity of care between home and the setting.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The staff are offered a variety of training opportunities, to develop their good practice, which as a result raises the standard of childcare for all children. All of the required documentation relating to the care of the children is in place and stored securely. The policies, procedures and all documentation is regularly reviewed to ensure records are up to date. This ensures that the children continue to receive good individual care. Children are safeguarded as the nursery has robust recruitment procedures ensuring those working with the children are suitable to do so.

The quality of the leadership and management of nursery education is good. The day care coordinator is clearly aware of each child's level of attainment and works in partnership with the teachers to ensure that the planning continues to be followed. She is well supported by the school management team. This ensures the tranquil progression throughout the environment whilst fully supporting the staff in offering any further training. As a result the day care provides high-quality outcomes for children.

Improvements since the last inspection

At the last inspection the setting were asked to provide children with positive images of people and ensure that packed lunches are suitably stored. The setting has implemented both of these recommendations and produced further resources and notices to extend children's understanding of diversity. All lunch boxes are stored appropriately, with reminders available for parents to ensure their child's lunch is suitable. This ensures the children's health and wellbeing is well supported whilst at the setting.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is

required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further protect children's health when administering medication

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure further opportunities are considered when utilising the space outside for children to explore and investigate

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk