

# Caldecote Day Nursery

2a Caldecote House, Lancaster Road, RUGBY, Warks, CV21 2QN

<b>Inspection date</b>	20/02/2014
Previous inspection date	12/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Teaching is good and positive interaction from staff helps to capture children's interests and imaginations so they become fully engaged in their learning. This means children are keen and enthusiastic learners.
- Comprehensive observation and planning procedures are in place to identify children's next steps in learning as they move towards the early learning goals. Well-organised tracking systems show children are progressing well.
- Children thrive in the welcoming, nurturing environment provided by staff, relationships are positive and supportive which enables children to feel secure and confident.
- Strong links with parents and good systems for information sharing means that they feel fully involved and are actively encouraged to support children's learning at home.

### It is not yet outstanding because

- There is scope to improve opportunities for children to see their name in print to further help support the literacy skill.
- Staff do not always take all opportunities to support children to develop their independence during everyday routines.

## 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 voluntary and compulsory parts 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 six playrooms and the outside learning environment and conducted a joint observation of an adult-led activity with a senior member of staff.
- The inspector spoke with the children and staff throughout the inspection and held meetings with the provider and management team.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's action plan and plans for improvements, sampled policies and procedures and viewed children's and staff files.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Karen Cooper

## Full report

### Information about the setting

Caldecote Day Nursery was registered in 1995 and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is situated in converted premises in Rugby, Warwickshire and is privately owned and managed. The nursery operates from six main playrooms set out over two floors with stairs access to the first floor. There is an enclosed area available for outdoor play. The nursery serves the local and surrounding areas. The nursery is open for 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 66 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 15 members of childcare staff, of whom 13 hold an early years qualifications at level 3. The nursery receives support from the local authority.

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

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

- enhance opportunities for children to see words in print, such as their own name so that they make even better progress
  
- support further children's growing independence by making the most of opportunities to enable them to dress themselves and access the bathroom.

### Inspection judgements

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

Staff have a good understanding of how children learn and use this knowledge to plan challenging and interesting activities that meet the needs of all children at the nursery. They carry out observations as the children play which help them to establish children's next steps and identify any gaps in their learning. They use this information well to produce accurate records of children's development, including the required progress check at age two. Staff share these with parents and other professionals as necessary. They gather a wide range of information from parents about what children can do and what they already know when they start at the nursery. This ensures staff form an accurate assessment of the child's starting points and plan appropriate activities to support their learning and development. Tracking of children's assessment shows that children are making good progress at the setting. There are a range of strategies in place to encourage parents to share information about their child, such as, communication books, home work books and a display in the pre-school room encourages parents to add comments or observations from home. Staff provide parents with information about activities within the nursery to encourage parents to further support and extend children's learning at home.

This demonstrates effective improvements made since the nursery's last inspection. When children move between different rooms in the nursery, key persons support these transitions well. Children enjoy several settling-in sessions to help them become familiar with the new environment and staff members. When children permanently move to their new room, staff receive their assessment records to help them provide specific activities to support children's individual learning needs right from the start. Parents know who their child's key person is and feel able to discuss any issues they may have with them.

Teaching is good as staff frequently use opportunities during play to extend children's learning. For example, children enjoy themselves in imaginary play using dressing-up clothes and extend their play by adding new resources and developing ideas. They pretend that they are hairdressers and barbers in the role-play area and have great fun involving staff as they comb and dress their hair. Staff encourage children to explore and investigate using different materials and free access to tools, such as, scissors, paper, crayons, pens and hole punch enables children to express themselves creatively. Older children competently use rollers and paint to make a variety of patterns and younger children are fascinated as they play with play dough; they squash, squeeze, roll and pat it, developing their physical skills. Babies enjoy easy access to a good variety of age-appropriate resources, crawling and moving around to find the toy that interests them the most. They particularly enjoy looking at photographs of themselves displayed within their learning journal and staff use this as an opportunity to engage their interest and encourage them to turn the pages correctly.

Staff use good teaching skills to support children's language and communication skills and teach babies how to positively communicate their needs. They do this by talking to babies about what they are doing and praising them when they create sounds as a response. Consequently, babies enjoy the interaction with staff and delight in communicating sounds and gestures. In addition to this the staff talk to older children about the 'letter of the week'. They encourage children to talk about the sound, what it looks like and to add objects to the display table that begin with the same letter. This means that children are continuously challenged, supporting them to become motivated learners. Children have access a good variety of books and enjoy listening to familiar stories. As a result, children are gaining the skills in readiness for school as they sit, listen and concentrate. Staff ask open-ended questions to make children think, for instance, children clearly explain their understanding of a book spine and compare this to their own body stating 'that it is the same, because it holds everything together'. Good opportunities are provided for babies and older children to develop their pre-writing skills. They make marks with chalks pens and crayons and older children demonstrate increasing skill using the computer to type out some letters of the alphabet. However, there is scope to improve opportunities for children to see their name in print to help support their literacy skills, for example, name labels on their artwork. Children have access to a range of resources to help develop their numeracy skills including number lines, abacus, construction sets and puzzles and regularly join in number rhymes. Children use a variety of multicultural resources and celebrate a range of festivals. They develop a secure awareness and understanding of the world around them as staff teach them about different cultures, traditions and beliefs. In addition, a French teacher regularly visits the setting to teach children the basics of the language through songs stories and simple games. This helps children to learn about the similarities and differences between themselves and others.

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

Staff greet children and parents warmly when they arrive at the nursery, which creates a friendly and welcoming atmosphere. Children form positive and warm relationships with the staff and each other. They develop close bonds, in particular, to their key persons who are attentive towards their needs and in response children respond very positively and approach them confidently for support or to join in with their play. Relevant information collected at the onset of the placements ensures the smooth transition between home and the setting. Settling-in routines are also tailored to meet individual children's and family's needs and this ensures that children are emotionally secure as they start in the nursery and move through each age group. Staff also work sensitively with parents as they manage routines, such as sleep times and potty training and support such routines at home.

Staff support children's personal social and emotional development very well. They are positive role models for the children, reinforcing good manners and showing care and consideration for others. They listen to the reactions of babies and respond to these promptly which encourage them to feel valued. Older children learn about boundaries and expectations and start to form friendships. Children discuss the 'nursery rules' and learn about how their actions and behaviour can keep themselves and others safe and create a friendly environment where they can all play in harmony. This helps to promote children's social skills and supports them as they prepare for the next big steps in their lives. Children benefit from a nurturing environment where they can play in safety. They confidently move around the available space and make choices about their play from a range of good quality toys and resources which appeal to them. Playrooms are effectively organised into the different areas of learning. This means children are provided with challenges and a variety of experiences to capture their interests.

Staff teach children to keep themselves and others safe. They learn about fire safety, how to handle tools safely, such as, scissors, cutlery and use climbing apparatus. As a result, children show a good awareness of safety in both indoor and outdoor areas. Accurate medication and accident recording ensures children's welfare is promoted and all entries are shared and countersigned by parents. Children's are gaining a good understanding of health as they take part in interesting projects relating to healthy eating. They regularly join in food tasking sessions relating to current themes, and thoroughly enjoy the variety of fresh fruit at snack time along with a selection of nutritional meals served for lunch. Children from a young age have the opportunity to serve their own food and to pour their own drinks and staff sit with children at meal times, encouraging and supporting the younger children in the development of their feeding skills. A four weekly menu is produced to provide parents with information about meal choices which include a good variety of freshly cooked food and meals, including dishes from different cultures. Children are provided with regular opportunities to enjoy fresh air and exercise and ensure children are suitably dressed as they play outside in all weathers. However, staff do not always encourage older children to put on their own coats for outdoor activities and to use the bathroom independently to further develop their independence. Staff follow robust hygiene procedures in the nursery. Regular nappy changes take place for babies and

younger children and individual bedding is washed on a regular basis to ensure the risk of cross-infection is minimised. Staff ensure that babies and young child are regularly monitored as they sleep and all information is shared with parents. This helps to promote the children's health and well-being. Staff support children's understanding of diversity by planning a range of activities to teach them about different cultures and staff use resources promoting images of people from different backgrounds. Children gain an understanding of their own community through visits to local amenities and displays showing places of interest, such as, the hairdressers, supermarket, park and library.

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

The management team and staff demonstrate a good understanding of their responsibility to ensure the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are fully met. Comprehensive policies and procedures are in place to help staff to safeguard children, which include a whistle blowing policy. All staff are familiar with the policies and procedures and their roles and responsibilities to protect children from harm. Staff have attended training to help them identify and escalate any potential concerns promptly. This helps to protect children's ongoing safety. Effective procedures are followed with regards to staff recruitment and vetting. All staff undergo full checks to confirm their suitability before they are able to work alone with the children. This helps to safeguard children well. Documentation, such as daily risk assessments are completed to minimise risks and ensure that resources are safe and suitable for children to use. Accidents are dealt with appropriately and completed forms are shared with parents. The vigilance of staff, consistent supervision of children and good security systems, such as clear procedures to ensure children are collected only by authorised people. For example, passwords are used when necessary for extra protection to ensure that children are kept safe from harm.

Successful leadership and management of the nursery means that staff support children's needs well. Staff are clear about their individual roles and responsibilities, due to regular staff meetings, staff induction and ongoing appraisal procedures. This means they all work well together to ensure the smooth running of the nursery. The provider supports the senior management team effectively in monitoring the effectiveness of the nursery, helping to ensure staff follow the policies in practice. The nursery team are well qualified. The management continue to support staff's ongoing professional development extremely well. Staff frequently attend training courses, and cascade any new ideas or skills with the remaining staff team through meetings. This extends the skills of all those working with the children and helps to ensure they make continuous improvements to practice. The provider and management team demonstrate a real drive and commitment to providing high quality care and education for children and this attitude is apparent throughout the nursery. Strong partnerships with local authority advisors are developed, enabling managers to continually review the effectiveness of their practice. Previous recommendations have also been successfully addressed. As a result, children's learning experiences are enhanced through regular opportunities for parent to become involved in their children's learning at home and effective systems are in place to monitor individual children's progress and plans for their next steps. This is through regular meetings and a

clear action plan the senior management have implemented to monitor the educational programme and the overall progress children make.

Partnerships with parents, external agencies and other providers are very well embedded. Staff have developing good links with the local schools, mobile library, and work closely with the local authority advisory team. Information is shared about the children's progress at the nursery to enhance children's learning in other settings and ensure continuity of care and learning. Parents state that they are happy with the quality of service they receive and are very complimentary about their children's experiences at the nursery and of the caring and friendly nature of the staff.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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

<b>Unique reference number</b>	200546
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	909882
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	49
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Mariana Dixon
<b>Date of previous inspection</b>	12/12/2011
<b>Telephone number</b>	01788 542337

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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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