

The Laurels Children's Day Nursery

The Laurels Childrens Day Nursery, 41 Town End, CATERHAM, Surrey, CR3 5UJ

Inspection date	06/01/2014
Previous inspection date	15/05/2013

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		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

- There is a good selection of resources; the nursery environment is inviting, stimulating and well organised to meet children's needs.
- Staff build good relationships with parents, working collaboratively for the benefit of the children.
- Staff support babies and toddlers well, encouraging their language development and physical development.
- Children are taught to be confident and independent, which prepares them well for their next stage of learning.
- Children demonstrate that they feel happy and secure as a result of an effective key person system.

It is not yet outstanding because

- Not all staff have an in-depth awareness of the different languages that children speak at home.
- A few staff do not always make full use of every opportunity to extend children's learning.

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.

Inspection activities

- The inspectors observed activities in all the play rooms and the outside learning environment.
- One of the inspectors carried out a joint observation with the manager.
- The inspectors held meetings with the management team.
- The inspectors sampled children's assessment records and other relevant documentation.
- The inspectors looked at the provider's self-evaluation form and improvement plans.

Inspector

Alison Weaver and Lisa Toole

Full report

Information about the setting

The Laurels Children's Day Nursery has been operating since 2008. It registered under the ownership of Bright Horizons in 2012. It operates from seven rooms over two floors of a purpose-built premises in Caterham, Surrey. The nursery opens five days a week all year round. Opening times are from 7.30am to 6.30pm. All children have access to enclosed outdoor play areas. There is a lift that gives access to the first floor rooms.

The nursery is registered on the Early Years Register. There are currently 143 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Children come from a wide catchment area. The nursery supports children who learn English as an additional language.

The nursery employs 33 staff. There are 23 staff, including the manager, who hold appropriate early years qualifications. There are three staff who are working towards a recognised qualification.

What the setting needs to do to improve further

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

- maximise learning opportunities for children through more consistently effective interaction within all rooms of the nursery

- extend the systems in place to support children's use of languages other than English.

Inspection judgements

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

Staff show a good knowledge and understanding of how to promote children's learning and development. They interact with children well, enthusing, engaging and motivating them to learn. Overall, the good quality of teaching has a positive impact on the progress children make relative to their starting points. However, on a few occasions some staff in one of the rooms do not always make full use of every opportunity to challenge and extend young children. Children are supported in acquiring the skills to develop & learn effectively, preparing them for their moves onto school. Staff plan effectively for children's individual progress. They use ongoing observations and assess these well to identify and narrow gaps in children's learning, for example planning counting activities for children who have been identified as being less confident in this area. They provide a good range

of activities to ensure all children make good progress in all areas of their learning.

Staff encourage children to make decisions and invite them to give their ideas. As a result, children respond eagerly, knowing that their contributions will be listened to and valued.

This promotes children's independence and encourages them to become active learners. Staff use questioning well with children, encouraging them to think about what they are doing and developing their language skills. For example, staff ask children what happens when they stir paint with their brushes. They encourage children to extend their imagination and problem solve, asking questions such as 'what do you think we need' when making pretend pancakes. They teach children to be considerate to others and to share by encouraging them to ask other children if they need a plate.

Staff work well with parents to ensure that children make good progress in their development. They share children's learning records and invite parents to contribute to them. Staff tell parents how they can continue with their children's learning and development at home, providing useful guidance where appropriate. Staff follow this up by asking parents for feedback to measure its success, for example when potty training. In partnership with parents, staff teach children to walk through encouragement and by providing appropriate equipment such as baby walkers and furniture for children to hold onto. They provide positive encouragement for children who are not as keen to develop their physical skills. There is soft foam matting on the floor that enables babies to move around safely as they learn to get mobile, by practising crawling and walking. There are diverse, well-chosen and accessible resources to encourage the development of handling and manipulation, such as buttons and levers to activate toys. Staff complete the required check on children who are two years old and share their findings with parents to enable them to seek additional support should this be needed.

Staff teach children to respect and value diversity. They teach children about different cultural traditions such as Chinese New Year and provide children with Chinese food to eat to give this meaning. Most staff are proactive in finding out about each child's background and culture to help them feel valued. For some children who are learning English as an additional language, they find out key words to use, to help those children to feel settled and secure. However, this is not consistent across all rooms in the nursery and a few staff are not clear about the languages some children use at home.

Staff use books and singing in a positive way to support children's communication and language skills. They teach children about the sounds that letters make. They use pictures and labels to aid communication and to teach children that letters carry meaning. Staff encourage babies to develop their early language skills by 'babbling' back to them and repeating their words to reinforce their communication. Children learn about information and communication technology as they play with programmable toys.

Staff are sensitive to the effect that moves have on children and plan for this well. For example, they have settling-in visits at various times when children are moving groups. The child's key person helps this process by staying with the child until they feel confident. All toddlers show through their behaviour that they feel secure, comfortable and are able

to explore.

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

Children clearly feel happy and secure in the care of the staff at the nursery. They demonstrate strong emotional attachments to their key person and as a result become confident and enthusiastic learners. Staff provide good role models for children. They teach children about taking safe risks, especially in their physical play, so they develop resilience, physical strength and confidence. For example, staff encourage children to climb in a safe way, giving reassurance and support as needed. Children take part in monthly fire drills so they begin to know what to do in an emergency.

Staff use the resources well and safely, providing children with an interesting learning environment. For example, babies are able to explore treasure baskets with different sensory objects, which staff have checked are safe and suitable for them to mouth, feel and drop. The baby room in particular is an inviting area where babies clearly feel safe to explore under the close supervision of staff.

Children are taught the importance of healthy eating as they are provided with a nutritionally balanced diet, prepared by the nursery chef, which meets their individual dietary needs. Staff are vigilant about food safety when preparing and serving food to children. Staff have created an inviting and stimulating vegetable garden display in one room. They have been attempting to grow carrots in a grow bag in the room. Staff and children have previously grown tomatoes which they ate for snack time, supporting good healthy eating habits.

The nursery implements a system called 'friendship promises' that helps promote good behaviour within the nursery by encouraging children to be kind to one another. Staff teach them right from wrong, for example telling them not to throw sand as it could go into their eyes and would hurt. They teach children to negotiate with each other and to solve problems for themselves. This helps to give children the skills they will need as they progress, and to become ready for school. Staff consistently use extensive praise and encouragement to foster children's positive self-esteem and confidence, and help them learn about behaviour boundaries.

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

Room leaders and managers effectively monitor the quality of the educational programmes, through observations and sampling records, staff supervisions and appraisals. They successfully identify areas for improvement and set targets to achieve this. For example, plans for the new year are to extend observations of staff practice, to include more peer observations to improve the quality of teaching. The nursery's management oversees the educational programmes to make sure staff are providing good quality provision across all areas of children's learning and development. Parents are also

involved in the self-evaluation process as their views are sought via questionnaires. Managers and staff show a strong drive to improve the quality further and the outcomes for children.

There are robust and thorough recruitment and vetting procedures in place to make sure staff employed are suitable to work with children. The nursery has comprehensive policies and procedures regarding safeguarding children. Staff have a good understanding of their roles and responsibility to protect children and keep them safe. The managers are aware that there has been a recent turnover of staff throughout the nursery and are being proactive in ensuring that new staff receive a thorough induction. Regular supervision sessions and appraisals are carried out to monitor staff's performance and to identify training needs.

Regular risk assessments take place and staff undertake daily checks to make sure any identified hazards are minimised or reduced. Staff regularly review systems to keep the premises safe. The door and gate to the nursery are closely monitored to prevent unauthorised persons having access or children leaving unnoticed.

There are good systems in place for supporting children with special educational needs and/or disabilities. Staff work closely with parents and agencies to access advice and support as needed, to help narrow any gaps in children's learning and development. Staff are aware of the importance of working closely in partnership with other agencies. They have forged good links with other settings such as pre-schools that the children may attend. For example, they share children's 'learning stories' and visit other settings as appropriate. This helps to ensure consistency for individual children's learning and welfare.

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	EY385376
Local authority	Surrey
Inspection number	940640
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	98
Number of children on roll	143
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	15/05/2013
Telephone number	01883 337702

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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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