

# Charlwood House Day Nursery

Inspection report for early years provision

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**Unique reference number** EY267694  
**Inspection date** 06/09/2010  
**Inspector** Daphne Prescott

**Setting address** Charlwood House, Charlwood Road, Lowfield Heath,  
Crawley, West Sussex, RH11 0QA  
**Telephone number** 01293 565544  
**Email** admin@charlwood-house.co.uk  
**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Charwood House Day Nursery opened in 2003. It is owned by a private company and operates from a large detached house on the outskirts of Crawley, West Sussex. Children have access to enclosed outdoor play areas.

A maximum of 125 children aged from birth to the end of the early years age group may attend at any one time. The nursery is open from Monday to Friday from 7am to 7pm, 50 weeks a year, being closed for two weeks at Christmas. They also operate a holiday playscheme for children aged from four to 11 years from 8am to 6pm.

There are currently 143 children aged from three months to under five years on roll; children attend different times of the week. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 26 staff full and part-time including the manager; 18 staff hold appropriate early years qualifications. There are currently four staff working towards a recognised early years qualification.

The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The group receives support from the Early Years Development and Childcare Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy attending this friendly setting where they are supported by caring staff. The setting works in partnership with parents and they mostly get to know each child's individual needs and abilities to provide satisfactory learning and development opportunities. Arrangements to ensure children's safety and health are generally effective although not all hazards are identified and steps taken to minimise these recorded. The management team demonstrate a very keen commitment to continuously improve the service for children and their families. They fully recognise the need to continually evaluate and monitor the provision to further improve outcomes for children.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- Conduct a full risk assessment of the environment 11/10/2010

identifying all hazards and record when it was carried out, by whom, the date of the record and any action taken (also applies to the both parts of the Childcare Register) (Suitable Premises, Environment and Equipment)

- ensure the good health of children by taking the necessary steps to prevent the spread of infection with particular regard to the cleanliness of the carpets, (Safeguarding and promoting children's welfare) 11/11/2010
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. (Organisation) 11/10/2010

To further improve the early years provision the registered person should:

- maintain all areas of the setting and resources hygienically, to minimise the risk of cross infection
- establish effective links with other early years settings that children attend to share relevant information for continuity and coherence in their care and learning

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

Children are safeguarded as staff have a sound understanding of child protection issues and procedures to follow if they have any concern. Staff are suitably vetted and systems are in place to ensure that adults who are going through the vetting process are not left unsupervised with children. All visitors to the setting are required to sign in and out using the visitors' book; this ensures an accurate record of everyone coming into contact with the children is maintained. Staff complete appropriate safety checks each day. However, a full risk assessment has not been carried out which means that not all potential hazards have been identified. No records are kept identifying any action taken. This is a breach of a specific legal requirement. The care on offer to the children is not seen to be comprised as children are suitably supervised by staff both in and outdoors.

The layout of the play rooms and outside areas enables all children to move around with ease as they help themselves to a suitable range of toys and resources. Children with learning difficulties and/or disabilities are well integrated into the setting. There are some systems in place to exchange information for children who attend other early years settings, to ensure continuity and consistency of care and learning. Staff engage warmly with parents, they discuss their child's starting points. They keep parents informed of their children's achievements, well-being and development through daily communication books; chats and sharing their child's learning journal with them on a regular basis. Parents have access to the setting's policies and procedures and the notice board to keep them informed about any events.

The management team are fully aware there is scope for further improvement and

demonstrate keen commitment and ability for continuous improvement. For instance, they have already started to implement changes by working with the local authority early years advisor to continually improve the provision for children's care and learning. They are also in the process of monitoring the quality of the cleaning for the premises. The setting has addressed the recommendations raised from the previous inspection which has improved outcomes for children.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy their time at the setting as they arrive happily and eager to start their day. They show security when engaging with staff and they express themselves confidently. Children behave well, make friends and are able to socialise as part of their group. Regular praise and encouragement help to promote children's self-esteem and positive disposition to each other. Children are generally progressing well towards the early learning goals in all six areas of learning. There are systems in place for planning, assessing children and monitoring their progress. However, these records are not used effectively to ensure that every child receives an enjoyable and challenging learning experience that is tailored to meet their individual needs. For example, activities do not always take into account individual children's next steps when planning activities.

Children are offered a variety of activities and play opportunities. Babies explore their environment and show curiosity for their toys. All children partake in creative opportunities and sensory experiences as they touch and feel natural materials displayed on the fence outside in the garden. Babies use the furniture effectively to support their balance and increase their physical skills as they crawl and shuffle around the room. Children are developing skills for the future as they access computers and interactive toys to develop their understanding of information, technology and communication. Babies have plenty of press button toys that they enjoy using to achieve instant results such as flashing lights or musical responses. Children are beginning to understand the society in which they live and the wider world is promoted through the range of resources and the activities they participate in. For example, they observe the ducks on the river at the bottom of the garden. The sand activity provides opportunities for all ages to learn volume and enjoy pouring sand from one container to another. Books are always available in the book areas and children enjoy looking at books on their own or sharing it with staff. Children are confident communicators; they initiate conversations and verbalise their actions.

The children are beginning to show an understanding about healthy lifestyles. They follow appropriate personal hygiene routines such as washing their hands when necessary. However, some areas of the setting and resources are not maintained hygienically to prevent the risk of cross infection; in particular not all carpets are clean. Children are provided with a healthy balanced diet. For example, they enjoy eating chilli and rice at lunch time. Clearly displayed menus, showing a breakdown of ingredients, are available throughout the setting. All children enjoy playing outside in the fresh air. They have access to outdoors, on a regular basis, where they develop their physical skills as they climb on the equipment or ride their bikes. Children's awareness of their own safety is encouraged by gentle

reminders from the staff to be careful as they play and move around.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report regarding risk assessments 11/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report regarding risk assessments 11/09/2010