



## Carousel Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	402030
<b>Inspection date</b>	18 August 2006
<b>Inspector</b>	Greg Wolff
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<b>Registered person</b>	Carousel Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Carousel Day Nursery opened in 1992. It operates from a converted bungalow in the centre of Billericay. A maximum of 31 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 68 children aged from three months to under five years on roll. Of these, 17 children receive funding for nursery education. Children come from a wide catchment area. The nursery supports a small number of children with special educational needs, and who speak English as an additional language.

The nursery employs 15 staff, 12 of whom hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's individual health requirements are well met. The staff team's good knowledge and understanding of the setting's health policies and procedures ensure that children's well-being is well supported. However, the out of nursery accident book is not confidential. Therefore, children's welfare is potentially compromised. Staff are knowledgeable about individual children's needs, and ensure that they are suitably trained to provide necessary intervention where there are risks, for example administering treatment for severe allergies. Very clear, comprehensive, and well maintained routines are in place to ensure children benefit from a clean and ordered environment. This is supported by good information given to parents regarding children's health issues, such as exclusion times relating to childhood ailments, thus reducing the possible risk of cross infection for children.

Children develop good levels of personal independence, with even very young children being encouraged to develop responsibility. For example, toddlers who need help to use the toilet are encouraged to wash and dry their hands and dispose of paper towels with minimal help. Older children manage their personal care needs very well and are developing an understanding of things that may affect their health, such as germs and eating healthy foods.

Snacks and meals provided are healthy and children enjoy a good balance of foods. Children use meal times as an extension to their formal learning activities by discussing what they are eating and helping practitioners to set up and clear away equipment.

Children of all ages take part in a range of activities that promote physical development and co-ordination. Daily access to outdoor play and good resources ensure that children are developing large motor skills and good spatial awareness. For example, they throw and catch balls, use skipping ropes, hoops, bikes and assorted equipment as they negotiate their environment with co-ordination and control.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children learn to keep themselves safe in welcoming and stimulating purpose built facilities, where they are able to move around the learning environment throughout day. Practitioners are vigilant about children's safety and ensure this by the effective implementation of daily risk assessments and detailed health and safety policies and procedures across the provision. Children talk about safe practice, for example, they recognise that they must not throw sand as it can hurt their own or other children's eyes. They talk about safety during role-play, recognising the need to keep the iron away from the edge of the ironing board.

Children are well protected because practitioners have an in-depth knowledge of child protection issues, recognise their role and responsibilities and know how to implement nursery and local child protection procedures. The recording of all staff, children and visitors to and from the

nursery, policies for the collection and non-collection of children and arrangements for recording pre-existing injuries contribute to ensuring children are safeguarded from harm.

Children benefit from the well planned use of the learning environment and a wide range of equipment and resources is available which is suitable for the ages of children attending. Procedures are in place to ensure equipment is safe and well maintained. Children and babies access their own resources independently across the provision, which helps to develop and sustain high levels of independence.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled within the nursery. Staff are very aware of the individual children; they offer a high level of support and assistance to children who require help in leaving their main carer. Children thoroughly enjoy their time within the nursery. They achieve well due to the staff's understanding and use of early years guidance such as the 'Birth to three matters' framework. Staff use these well to plan an interesting and stimulating range of activities to provide good quality care and education.

All children are able to select the toys and resources they wish to use within all the rooms, for example, toys are displayed on shelving at appropriate heights within the baby room. Children are very comfortable within their environment and receive a good level and quality of support from the staff. Older children make friends with their peers and all children develop good relationships with the staff team. All children play happily and older children initiate conversations and involve other children and adults in their play. Staff provide children with a high level of interaction both in planned and free play activities. Children thrive in the relaxed and well-organised environment provided by the staff.

### **Nursery Education.**

The quality of teaching and learning is good. Children are confident in their surroundings. They enthusiastically select the toys and resources they wish to use from the wide variety available. Children develop their independence skills through a very good range of planned activities, toys and equipment. They are enthusiastic to assist in daily tasks, for example, tidying up and selecting books. Children sit and listen well at group times; staff encourage them to put forward their thoughts and feelings, which they do with confidence, such as ideas about what will happen next in stories that are not known to them. Staff encourage children's curiosity and reinforce their learning through questioning, repetition and well planned topics. Children are well behaved and are very aware of the expectations and boundaries in place, for example, using equipment appropriately and sharing the toys and resources.

Children love books and stories and have many opportunities to look at books on their own or in small and large groups with staff members. Children confidently join in with stories and anticipate what may happen next. Staff provide children with many opportunities to mark-make and practise their emergent writing through everyday and fun activities. Children count up to 10, and many count beyond this. They are confident in their use of simple calculations and have opportunities to use these skills each day, for example, comparing the number of cups to

the number of children. Children use mathematical language in their play, such as 'longer', 'shorter', 'above' and 'beside'. Children are keen to discover about the world around them and have many opportunities to grow and care for living things, for example, planting seeds. Planned themes develop children's awareness of different cultures and traditions. Children are very competent in their use of technology and have a number of opportunities to use a good range including tape recorders and a computer. Children enjoy and participate in a very good range of physical activities to assist them in developing their large and small motor skills. Children and staff enjoy singing songs together, particularly those with actions that they can join in with.

Staff find out about the child right from the beginning, through discussions with parents and staff from other areas of the nursery. They have a good awareness of the needs, interests and skills of the individual children in their care and are starting to use these to plan a stimulating and exciting range of activities. Staff have a good understanding of the Curriculum guidance for the foundation stage. Planning is flexible and is adapted to meet the needs and interests of the children. Staff are beginning to develop effective systems of recording individual children's achievements and using these to inform planning for children's next steps in learning.

### **Helping children make a positive contribution**

The provision is good.

Children show a good attitude towards one another and are extremely confident and self-assured. They flourish in the nursery because they are well supported by practitioners who encourage them to become autonomous and competent learners. Children play extremely well together, learning to share and take turns, and they negotiate this with confidence. They show genuine concern for one another and benefit from the example set to them by the excellent staff team.

Children develop a secure sense of belonging and confidently take on responsibilities within the nursery, such as helping to clear up after themselves. Behaviour is good and children show high levels of independence, confidence and self-esteem as practitioners continually praise and value their achievements. All children and their families, including those with special needs, receive good levels of support from practitioners, enabling them to thrive and make good individual progress. Children gain a well developed respect for themselves and others as they learn about their local community and the wider world and value and celebrate their differences and similarities. Children's spiritual, moral, social and cultural development is fostered.

Babies and young children enjoy cuddles from practitioners and are self-assured, developing high levels of independence and a sense of security and belonging. They benefit from a good partnership with parents, ensuring their individual needs are fully met and they make rapid progress in their development. Parents are fully involved in their child's learning and how they can support this in the home because highly effective communication takes place between practitioners and themselves, for example through daily diaries and discussions. The setting is continuing to develop this throughout the rest of the nursery.

The partnerships with parents and carers is good. Practitioners pay high priority to establishing and securing the links between home and nursery, ensuring parents are actively involved in

their child's learning. Parents receive detailed information and discuss the curriculum and the philosophy of the nursery, which helps them to understand how their child learns and develops through play. They receive support in extending their child's learning at home, for example through practical play experiences, and parents are becoming fully involved in the planning for their child, which helps to ensure this is centred around individual interests. They work together with practitioners to assess their child's ongoing achievements and progress and agree next steps for development. This helps to ensure all children make excellent progress and allows parents to play a full part in their child's learning.

### **Organisation**

The organisation is good.

The well qualified staff team use their knowledge to ensure that children make good progress in all areas. Practitioners demonstrate a high level of knowledge of the setting's policies and procedures and implement these effectively to ensure that children are kept safe and well. Most documentation is in place to support the setting's practice. However, a number of documents require updating to reflect recent changes in legislation. This will ensure that children are kept safe and parents informed at all times.

There is a very strong emphasis on training and development for staff and this ensures that children benefit from practitioners who are confident and up-to-date in their knowledge. For example, staff have completed training in using the 'Birth to three matters' framework to monitor the progress of younger children. They have wholeheartedly embraced this and their implementation of the framework is good. There is an ethos of reflective practice throughout the setting, instigated by a hands-on and confident manager, with staff starting to make evaluations of what they do in order that children continue to flourish. Children benefit from good staff ratios which ensures that they are consistently well supported.

The leadership and management of nursery education is good. The proprietors and the manager are passionate about early years education and are developing a skilled, enthusiastic and dynamic staff team. Staff show strong commitment to children's achievement and development, which is demonstrated by the children's enthusiasm for, and involvement in, their learning. Processes for monitoring and evaluating children's progress are being updated and this ensures that children will consistently receive high quality care and that nursery education meets each child's individual needs. For example, staff are now meeting regularly to assess planned activities and review their suitability in terms of enabling individual children to progress. There is good recognition of individual staff skills within the team and staff, resulting in confident staff who are proactive in ensuring an inclusive environment where every child matters. Much of this stems from the new manager who has instigated many positive changes since her arrival at the setting.

Overall children's needs are met.

### **Improvements since the last inspection**

At the last inspection the setting agreed to ensure consistent and effective measures are in place to minimise hazards to children, referring to the carrying of chairs whilst children are on

the premises. Chairs are no longer moved around the premises whilst children are present, and any furniture that is required to be moved is done after the setting closes. This ensures that children remain safe at all times.

The setting also agreed to make individual children's development records fully accessible to individual parents. The instigation of formal open evenings, regular discussions with keyworkers and the development of daily diaries throughout the setting have ensured that parents are now fully aware of their children's progress and are able to take a full part in their learning.

The setting further agreed to develop staff knowledge and understanding of the Foundation Stage to ensure that children's learning outcomes are linked to the stepping stones. Staff are now well trained, and are continuing to further develop their knowledge by attending relevant courses. Planning is done within each room and is then discussed with the manager to ensure that activities presented are appropriate to the ages and stages of children attending.

Extending opportunities for children so that they are challenged and so that they can develop new skills was a further area in which the setting agreed to make improvement. The instigation of a more formal planning and evaluation system throughout the setting ensures that staff have a better understanding of children's individual capabilities and are able to plan more effectively so that every child can extend their own knowledge.

The setting also agreed to update the child protection policy to include information on the procedure for reporting a concern about a member of staff. This policy has been completely rewritten and now contains all the required information, thus ensuring that all children on the premises are kept safe.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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):

- ensure that all policies and procedures are updated to reflect current legislation and changes to Ofsted's premises
- ensure that all accident records are confidential and that they are signed by parents.

### **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):

- continue to develop a system of assessment which can be used to inform planning for individual children's next steps.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)