



Carousel Nursery School

Inspection report for early years provision

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| Unique Reference Number | EY335943 |
| Inspection date | 23 January 2007 |
| Inspector | Sue Taylor |
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| Registered person | Amber Richardson |
| 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?

Carousel Nursery School opened in 2006 as part of the East Hastings Children's Centre to serve the local area. The centre comprises a day nursery, which is open each weekday for 51 weeks of the year from 08.00 to 18.00; a community café; a crèche to support parents and carers attending the centre; a variety of courses and drop-in support groups for parents, carers and their families. The centre services are housed in an adapted building, attached to the purpose built nursery with secure, enclosed outdoor play areas for the nursery children.

A maximum of 30 children may attend the nursery at any one time. There are currently 22 children aged up to five years on roll in the day nursery; nine of these receive free early years education. The setting welcomes children with learning difficulties and/or disabilities.

Sure Start oversees the operation of the centre, with the nursery being the responsibility of the private owner who also owns another nursery locally. There is an overall centre manager who has recently been appointed. She is supported by a management team which includes the day nursery manager, a part-time qualified teacher, Communication Support worker and Speech and Language workers.

There are seven staff who work with the children in the day nursery, five have early years qualifications to level 2 or 3 and two are training as modern apprentices. Three staff are also undertaking further training to level 4 and 5.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The premises are very clean, light and welcoming. Good daily routines followed by the staff ensure children's health has priority. There are effective nappy changes with staff using disposable gloves and aprons. Children learn from an early age the importance of hand washing before eating. The older children independently go to the toilet themselves and some need no prompting to remember to wash their hands. Documentation shared with parents regarding the care of sick children helps prevent the spread of infections. The effective recording of accidents and administration of medication ensures children are appropriately cared for.

Children are able to access drinking water or their own water bottles throughout the day. This helps ensure they remain hydrated and helps them control their own thirst needs. The older children are encouraged to monitor when they have a drink; this increases their independence skills. The snack times encourage children to try new fruits and foods. For example, children try Chinese dragon fruit, pomegranates or naan bread. There is a strong emphasis on healthy eating and this is supported through the children's centre voucher scheme for fresh fruit and vegetables. Children bring packed lunches and learn good eating habits with the table laid with plates and cutlery, should they need them. Storage in the fridge for perishable items ensures food is not spoilt.

The covered decking areas enable children to play outside in the fresh air even if the weather is poor. The available resources and equipment ensure all children develop their physical skills and abilities, well supported by the staff. The nursery education children move with confidence. They use tools such as scissors and pencils competently. All children develop warm and caring relationships with staff. This supports their emotional well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a very safe and secure environment with staff who supervise them well. The premises are very well organised and children can explore the play areas safely and with ease. This helps develop their independence and confidence. Good explanations and support from staff promotes children's developing knowledge of how to keep themselves safe. The

older children talk about how you must take care 'not to burn your tongue on hot things', or when using scissors.

The security of the building and monitoring of visitors, alongside the effective arrivals and departure procedures keep children safe. The easy view doors and low windows allow children to look out but ensure they are seen as people enter rooms. The resources and equipment are of high quality, offering an excellent variety of play opportunities. Children have easy and safe access enabling them to make choices about their play. Babies and toddlers have toys on the floor within easy reach, with some stored at low level to encourage children's interest and movement. The outside areas are safe and secure opening directly from the children's rooms. The older children's garden has a safety surface hard play area and a bark area, in addition to the covered decking. As a result, the risk of children injuring themselves as they play is less.

The nursery has the required procedures in place to help safeguard children's welfare. The staff have a good understanding of child protection and know how to act if they have a concern about a child in their care, helping to keep children safe from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and settle quickly. They develop positive self-esteem as staff listen and value what children say and do. The keyworker system enables children to develop a bond with one person, as well as getting to know others. Some babies and toddlers have daily routines that follow those from home. This helps them settle well and be content. They develop close relationships with the staff who spend time playing with them on the floor. The room is very welcoming and the staff work hard to make the young children's day an interesting, fun and caring time. Children show they are happy with smiles and 'chatter', engaging others in their play. They show an understanding of how some of the toys work to make noises or play tunes.

The planning for young children links with the Birth to three matters framework. Alongside this and with the staff's understanding of children's play needs, children have a very broad range of activities and access to stimulating resources. The nursery staff work closely with relevant services from the children's centre such as the communication support workers. The staff get to know individual children and ensure that their play helps their overall development and learning. Staff write interesting and informative observations about children's achievements and play. These are used to inform future planning to ensure children's next steps are promoted. However, due in part to the nursery being new, there is little recording that shows children's progress within the four aspects of the framework. All children have a home contact diary that informs parents of their day.

Nursery Education

The quality of teaching and learning is good. Children are making good progress in all areas. The planning is effective and clear. An excellent range of activities are available. Some are adult led and are planned as focus activities with links to Foundation Stage curriculum aspects or stepping stones relevant to children's development needs. Staff make weekly observations on children and interestingly, record these against the Every Child Matters outcomes. They then

use these to effectively plan the next week's resources and activities; as a result, children are moved on to the next steps in their learning as necessary. Assessment profiles are in place to note children's progress to the early learning goals though these are not always up to date so some information about their current progress is lost. However, the number of children attending is low and it is noted that the staff know the children very well and are able to support and challenge them appropriately.

Children are confident and look forward to the planned activities. They know they can access resources from around the room. The room has different areas set up, for example with a clear place for construction play. The role play area changes to reflect the current topic. Children are developing independence as they pour their drinks, access the toilet, help prepare snack time by cutting fruit and make choices about their play.

Staff spend time listening to children and there is a strong emphasis on communication. The focus activity gives new vocabulary for staff to share with children. Activities such as singing help children learn about pronunciation and letter sounds. Children have very good opportunities to extend their pre-writing abilities. Some children write their name on their work with good letter formations. The print enriched environment supports this well. Children learn to count and numeracy skills are reinforced with a range of activities and during play opportunities. They gain a good understanding of shape, space and measuring. There is an emphasis on encouraging problem solving and getting children to think things out for themselves. For example, a child goes to find a wooden brick to complete his plastic brick tower to make it match his height as he had run out of the other bricks.

Children have an exciting range of natural items to explore. They are introduced to tools such as a magnifying glass to explore them closer. They play with a range of textures such as flour, pasta, wet sand, lentils, gloop and water to which various mixtures are added like bubbles or colouring. Plans are in place to provide a range of technology resources in addition to play telephones and the computer. They learn about their local community and the wider world through topics and planned activities. Children's creative development is nurtured as they investigate using their senses. They get to use a wide range of materials and media in art and craft activities. Their results are valued and discussed with a member of staff. They use their imagination in play and as they express their own ideas and thoughts.

Helping children make a positive contribution

The provision is good.

All children are treated with respect and valued for who they are. Their individual needs are met very well. Further support is available for some children and all are fully included in the daily nursery life and activities. The regular observations and careful planning includes individual plans for some children. These ensure all children are encouraged to meet and extend their potential abilities. Children gain some awareness of their world through activities and play resources that positively represent the local community and wider world.

Behaviour management is good. The staff get to know the children and use appropriate approaches. The staff use descriptive praise that helps children understand what they did well. Children learn to treat others with respect, as the staff act as good role models themselves.

Most children listen well to the staff and respond positively. Children's spiritual, moral, social and cultural development fostered.

Children settle easily, helped by the good relationships that develop with parents and carers. The prospectus and other shared information gives parents an understanding of how the nursery operates. Good detail about their children is obtained and this helps ensure any individual need is met. Information about activities and the Birth to three matters framework is shared. The home contact diaries ensure parents are well informed about their child's day, in addition to any chats they have with staff.

Partnership with parents and carers of the nursery education children is good. The prospectus includes some information about the six areas of learning of the Foundation Stage, though the actual names differ for some. From this information parents can see how children are learning as they play. Planning is displayed for their information. The home contact books give information about their child's day and they can discuss their child's progress with the keyworker. Consultation days are planned and it is hoped parents will begin to contribute to the assessment profiles. Sometimes they receive ideas on how they can support their child's learning at home.

Organisation

The organisation is good.

Children benefit from the very well organised day and environment. Children's safety and continued welfare is safeguarded. The thorough recruitment process helps ensure the suitability of the staff. The required written policies and procedures are shared with staff and parents. These include child protection, complaints and behaviour management. Relevant records and supporting documentation are in place. The good adult to child ratio enables some quality one to one attention.

Positive links are made with the children's centre. The nursery offers some crèche facilities to support parents attending courses and workshops run at the centre. The centre building also has a crèche facility on site. Regular newsletters about the children's centre and how it supports the local community are available. The nursery have a positive attitude with regards to the inclusion of children with learning difficulties or disabilities, receiving positive support from the centre staff and community links.

Leadership and management are good. Staff are fully aware of their roles and responsibilities. Regular meetings are held to discuss planning, as a result, children's learning and development needs are promoted. There is a strong focus on the personal development and achievement for all children. The nursery education provision is monitored and evaluated to ensure children are fully encouraged to make good progress. The nursery is committed to continual improvement and has interesting development plans in place. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

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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):

- continue to develop the assessment records to show the progress of young children's development in line with the Birth to three matters framework
- continue to encourage parental involvement and in supporting their children's individual learning and development needs (also applies to nursery education)

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 assessment profiles showing children's progress to the early goals are kept up to date and monitored to ensure all area of learning aspects are covered

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