



Carlton & Gedling Day Nursery

Inspection report for early years provision

Unique Reference Number	253188
Inspection date	17 June 2005
Inspector	Susan Riley
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Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Carlton and Gedling Day Nursery has been operating since 1984. The nursery is situated between the village of Gedling and Carlton in the county of Nottingham. It occupies a convert detached house. A maximum of 62 children may attend the nursery at any one time. All children share access to a secure enclosed outdoor play area.

There are currently 85 children from six months to seven years on roll. Of these 24

children receive funding for nursery education. Children come from a wide catchment area and attend for a variety of sessions. The setting currently supports children with special educational needs.

The nursery is open each weekday from 07.30 to 18.00, all year round, closing for main bank holidays only.

The nursery employs fourteen staff to work with the children. Ten of the staff, including the manager hold appropriate early years qualifications. Three staff are currently working towards a qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are encouraged to wash their hands after using the toilet or before eating, which means they are learning good hygiene practices within their daily routine. Practitioners take appropriate steps in maintaining the equipment and environment to prevent the spread of infection and minimise risks to children. Some practitioners do not always follow current and appropriate environmental health and hygiene guidelines, policies and procedures. For example practitioners do not wash their hands before handling food or wiping the tables after children have eaten.

The meals offered to children contribute to their good health and a balanced nutritional diet is provided. Children have access to fresh drinking water the pre school children are able to help themselves as they become thirsty. Practitioners offer the younger children drinks regularly throughout the day. Children are well protected as the practitioners are very aware of the hazards of re-heating food.

Children have access to physical activities and time outdoors because practitioners plan this within the daily routine. Children enjoy their time outdoors and benefit from being in the fresh air. Younger children sleep to their own routines. Children are able to rest and relax in the quiet areas as they require. They have their health and dietary needs met because practitioners work well with parents. For example parents wishes are respected at all times, appropriate written consents are gained and parents are required to fill in a detailed health form about their child.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. There are well-implemented policies and procedures. Through risk assessments are carried out and action is taken to ensure children remain safe, for example it was noted that the majority of accidents were happening outside, so an Astroturf surface was put down to reduce the risks to children. Good security ensures that children are well protected and that unwanted visitors cannot gain access. Older

children, in particular, are showing a growing awareness of safety and wait for an adult before going into different areas of the nursery.

Fire safety procedures are displayed within each play room ensuring all aware of what to do in the event on an emergency. Regular fire practices are held which ensures children and practitioners are fully aware of what to do.

Resources are carefully chosen so that children can play without danger. Children can reach the toys and equipment easily and have free choice which encourages independence. Resources are stimulating and fun and provide sufficient challenge for the children attending. Children are well protected because practitioners have a secure understanding of their roles and responsibilities around child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are enthusiastic and happy. They enjoy their time at nursery, and freely select activities according to their needs and interests. Children are confident to approach the practitioners to ask questions or for help and support. The younger children enjoy close relationships with their carers and readily seek comfort and contact with them, increasing their sense of well being. The provision of malleable activities such as sand and water, rice, cornflour, breakfast cereals and jelly help young children explore and use their senses. Young babies have plenty of space to crawl and develop their physical skills.

Effective discussions with parents ensure that young children experience and benefit from familiar home routines for eating and sleeping while at the nursery, enabling them to feel safe and secure. The practitioners are skilled at encouraging children to extend their experiences, and at listening and talking with them. This raises children's self-esteem and confidence.

Nursery Education

The quality of teaching and learning is satisfactory. Practitioners have limited knowledge of the Foundation Stage; however they are very aware of how children learn through play. Practitioners use the wide range of resources and equipment to extend children's learning and maintain their interest. They know the children very well and are able to challenge the individual child to move on to their next stage of development. Children's independence is promoted effectively through the daily routines. They are eager to learn, self assured in their play and confident to try new experiences. Practitioners are skilled at questioning and challenging children appropriately. Children's progress towards the early learning goals at present is hampered, due to the staff not effectively using the assessments of children to plan appropriate activities, to move children on to their next stage of development.

Children demonstrate curiosity and are motivated to learn. They respond with excitement and interest as they add the water to the dry sand. Children's concentration is good. They develop an awareness of their own culture and beliefs

and those of others, through the resources and planned activities. The nursery and children raise funds for various charities, this raises children's awareness of those less fortunate than themselves. Children have good relationships with peers and adults; they are very caring towards each other. They work together as part of a small group, able to take turns and share. Children's language skills are good; they show awareness of the listener, and negotiate well within their play. Reading skills are developing well; they know how books work and handle them with care.

Children's numbers skills are good, they are able to recognise numbers and count spontaneously. Their calculation skills are developing as they count the boys and girls, and then how many altogether, as part of the registration routine. Children use mathematical language within their play. They demonstrate a strong impulse to explore and investigate; and show interest in why things happen and work. Children's design and making skills are excellent; they select tools and use with purpose. They have a good understanding of the sense of time and place as they talk about events in their lives. Children care for the plants in the garden and feed the birds who visit the garden.

Children move confidently and in safety around the setting. They display a good awareness of personal space for themselves and for others. Children used the wide range of large and small equipment confidently, with increasing control and coordination. They display increasing skills when using tools in their play, creative and design work. Children demonstrate understanding of good practices with regard to eating and personal hygiene.

They respond well to the many sensory experiences, demonstrating interest in what they see, feel, smell, hear and touch. Children play imaginatively in their role-play and imitate the adult role.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. They are cared for by practitioners who work with parents to meet individual needs and ensure all children are fully included in the provision. Children enjoy each other's company and are at ease in their play. Their good behaviour is appropriately fostered by the practitioner's sensitive intervention and positive reinforcement. Children are actively involved in making their own choices during play and assist in tidying away when activities have finished, which develops their independence. They have developed very close relationships. Children develop self-esteem and confidence as they voice their opinions and make choices and decisions. The way practitioners organise the space and resources helps children to take initiative and develop increasing independence. The provision fosters children's spiritual, moral, social and cultural development.

Children benefit from the positive partnership practitioners have developed with parents and carers. They settle well because practitioners work closely with parents to ensure they follow their home routines. Systems for sharing information about the children's needs and interests are appropriate.

The partnership with parents of children who receive nursery education is good. Parents receive quality information about the care and educational provision. Children do benefit from parents being made fully aware of their child's progress and achievements. The nursery actively seeks values and acts on all parents' views around the educational provision. The nursery actively encourages all parents and carers to become involved in their child's learning in meaningful ways.

Organisation

The organisation is good.

The provision is well organised to enable children of all ages to feel welcome and settle easily. Recruitment and vetting procedures ensure children are well protected and cared for by practitioners, with knowledge and understanding of child development. Appropriate systems are not in place to ensure Ofsted is informed of staffing changes. Practitioners are supported and encouraged to attend a range of relevant training to further develop new and existing skills. Practitioners have an appropriate regard for the well-being of children who attend, they supervise them well and ensure ratios of adults to children are maintained. A detailed operational plan is in place; which is effectively reviewed to ensure the safety and well-being of children who attend. Required documents are accessible and stored confidentially. This means that overall, the needs of all children who attend are met.

Leadership and management for nursery education are good. The manager has developed sound aims and values for the provision and has a clear vision for continuing their improvements for children's care and education. She motivates staff and children, and has built a committed team. The management team is well aware of the strengths and weaknesses for children's education and what needs to be done to improve. Good training opportunities ensure that children are well protected and cared for. The comprehensive review of all policies and procedures being currently being undertaken will ensure that they are reflected in practice. Staff enhance children's care by being well organised and working well together.

Improvements since the last inspection

At the last care inspection one recommendation for improvement was agreed. The setting was requested to review the systems for recording accidents and medication taking confidentiality into consideration. This has been addressed with records now one to a page to maintain confidentiality at all times.

At the nursery education inspection three key issues were agreed. The setting was requested to ensure planning was in place to challenge the more able children. Increase staffs knowledge of the clusters within the six areas of learning and the stepping stones related to these. Provide opportunities for parents to be aware of the early learning goals and how this might be fostered in the home environment.

The practitioners introduced differentiated activity plans including teaching pointers across the areas, to raise staff's knowledge and confidence in extending activities children's skills and progress towards more advanced learning goals. Key staff

attended training to increase their knowledge of the clusters within the six areas of learning. Practitioners attended a course for promoting partnership with parents. A central notice board with a large photo display around the six areas of learning provides information for parents. They encourage parents to bring items in from home for the various topics, this makes parents feel valued and that they make an important contribution to their child's learning. Each newsletter contains an area of development and covers what skills the child needs, and how these skills are developed. Also ideas on how the parents can help at home.

Complaints since the last inspection

Ofsted has received four complaints since April 2004. Concerns were raised around staff deployment and the way in which a staff member treated her own child. These related to National Standard 2 Organisation, National Standard 11 Behaviour and National Standard 12 Working in partnership with parents and carers. We asked the provider to investigate and a recommendation was raised to revise their operational procedures to include a policy for staff whose children attend the setting.

Concerns were raised around an accident happening to a child. This related to National Standard 6 Safety, National Standard 7 Health and National Standard 14 Documentation. We asked the provider to investigate; they provided a full and detailed response which indicated that the National Standard's in relation to these issues had been met. No further action was required.

Two separate concerns were raised at the same time around staffing ratios and supervision of children within the toilet area. Both these related to National Standard 2 Organisation. We asked the provider to investigate; they provided a full and detailed response which indicated that the National Standard had been met. No further action was required.

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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):

- improve staff's hygiene routines around meal times.

- ensure ofsted is informed of any changes in staffing.

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 the planning for the foundation stage
- continue to develop the assessments of children to help inform the planning for the next stage in learning

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