



# Carrington Private Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	254597
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<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*

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## 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Carrington Private Day Nursery opened in 1991 and extended in 2004. It operates from a detached 3 storey Victorian building, with the ground floor and first floor accommodation used by the children. There is also access to a kitchen, toilets, staff facilities and an enclosed outdoor play area, which is adjacent to the building. The nursery is situated in Carrington, Sherwood and is in close proximity to Nottingham City Centre. Children and families attend the nursery from the surrounding areas. The

nursery is registered to provide 65 places for children up to 8 years and there are currently approximately 100 children on roll. Carrington Private Day Nursery is registered to receive funding for nursery education, there are 12 funded children attending. The nursery supports children with special needs, all the children speak English as their first language. The nursery is a member of National Day Nurseries Association, and has completed the 'Quality Counts' Accreditation. The nursery is open from 08:00 to 18:00, Monday to Friday. Children attend a variety of sessions each week. There are 16 staff that work with the children, 8 of whom have early years qualifications. Training and support is accessed through the Nottingham City Council Early Years Development and Childcare Partnership(EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is promoted as they are cared for in a clean and well-maintained environment. Staff generally have a sound awareness of good practice in relation to preventing cross infection. They demonstrate good practice when changing nappies but some are less secure in their knowledge of appropriate systems for storing and heating baby foods. Older children understand the importance of washing their hands before eating. Senior staff monitor this routine well, however, in their absence hand washing is not always consistently encouraged. Children are appropriately cared for if they have minor accidents or require medication. Staff have a good understating of related procedures. They treat minor accidents competently and maintain clear records which are shared with parents promoting continuity in children's care. A sufficient number of staff hold relevant first aid qualifications.

Children are well-nourished. There are clear systems to ensure babies are fed according to their individual routines. Children's dietary needs are catered for as staff take note of information provided by parents. Children benefit from the healthy balanced diet provided. Meals are freshly prepared on site and include a good variety of fresh fruit and vegetables. Older children develop an awareness of the benefit of eating healthy foods, they talk about 'vitamins in the grapes' at snack time. Refreshments are readily available to ensure children do not become dehydrated, drinks provided include water and organic milk.

All children have regular opportunities to benefit from the fresh air and exercise when accessing the outdoor play provision. The organisation and use of outdoors is less well monitored for the younger ones and as a result some children become distressed during these times. Older children develop their physical skills as they access a suitable range of activities and equipment. They frequently use bikes and the climbing frame and occasionally go on trips to a local park facility to access a wider range of more challenging apparatus.

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

The provision is satisfactory.

Children stay safe as they are constantly supervised and overall the environment is safe. Staff generally have a sound understanding of safety issues in the nursery. Some are less competent in identifying potential hazards in the younger children's room. Good systems are in place to ensure the premises are secure, staff monitor this well. The procedure for recording visitors to the nursery is not consistently completed. The pre-school children have a good understanding of safety issues, when talking about road safety they understand to 'stop and look for cars'. These and other safety issues are sensitively addressed through the staff's effective use of story sessions and planned activities.

All of the children's rooms are well maintained and attractively presented, creating a welcoming, child-friendly environment. A good range of information is provided for parents. Children access a suitable range of well maintained, clean and safe toys and resources. Young children access brightly coloured age appropriate toys. The stimulating range available encourages their interest and supports their physical skills as they reach out, press buttons and investigate textures. Older children select from a range of planned activities and resources that overall promotes all areas of their development. Children's individual care needs are met as they use a varied range of nursery equipment enabling them to eat, sleep and play according to their own requirements and routines.

Children's safety and welfare is maintained as staff are clear of systems for reporting any concerns. Senior staff and the management team have a secure understanding of current child protection procedures. Detailed written policies are in place to guide their practice.

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

The provision is satisfactory.

Children are confident, happy and enjoy their time at nursery. Children and staff have good relationships. Young children settle well and are comforted and supported by staff who are sensitive to their needs. Room leaders appropriately keep a good overview of the children and guide less experienced staff to cater for the children's individual needs. For example, to prepare a bed for sleep time or to fetch a drink for a baby that has recently woken up. The setting have begun to implement the 'Birth to three matters' framework. This ensures they provide a suitable range of activities for younger children to explore and learn through first-hand play experiences. While most staff have a sound awareness of young children's development, some have unrealistic expectations of younger children's levels of concentration. During the play session children are engaged, interested and are having fun. They make progress as they freely explore the toys and activities on offer. These include painting, brick play, books and small imaginative play such as cars and road mats. However, the organisation of the day sometimes limits children's time to freely explore the play resources. Too much time is taken for the toddlers to participate in structured large group activities, as a result, some become restless and irritable during story, singing and meal times.

## Nursery Education.

The quality of teaching and learning is satisfactory overall all with some good aspects. The room leader has a firm knowledge and a wealth of experience of teaching the Foundation Stage curriculum. She acts as a good role model for the less experienced staff. The room leader and the nursery manager plan a suitable range of activities that cover all six areas of learning. Although, the plans of activities do not include a clear learning intention. As a result less experienced staff lack an awareness of what children can learn from the play activities. This means that opportunities are missed to further promote children's learning through use of effective questioning and adult input. Staff new to working with this age group have not yet had opportunities to develop their knowledge of the Foundation Stage curriculum. Systems for observing and recording children's developmental progress are in place. The information gained is beginning to be used to guide future plans of activities to help children make further progress and build on what they can already do. Well planned topics help children to make links in their learning. For example, during a topic on travel children attempt mark making and mathematical skills as they make passports and buy travel tickets. They explore creative skills when building three dimensional vehicles with recyclable materials and extend their knowledge and understanding of the world as they talk about and share pictures of places and countries they have visited. Children are active and interested as they freely choose from the planned activities and resources. They have less opportunities to extend their ideas and learning or freely select from additional resources as many are stored out of reach. Senior staff have begun to address this in some areas, for example, children playing in the home corner develop their imagination further as they freely access dressing up clothes, taking their play in another direction. Children experience both adult lead and free play activities, this is not always an equal balance.

Overall, children make sound progress in their learning. Clear systems are in place to support children with special educational needs. Children's behaviour is generally good in response to senior staffs clear guidance and expectations of behaviour. Children are actively encouraged to make good choices in behaviour. Positive reinforcement and interesting reward systems are used. Children develop an awareness of the effect of their actions on others as staff sensitively speak with them about feelings. As a result many independently apologise if they accidentally hurt another. Some willingly share and take turns demonstrating good social skills. Many have good personal independence skills, managing their own toileting needs. Their independence is less well fostered at snack time. Children develop a sense of responsibility when helping to tidy away toys at the end of the session. Children are confident speakers, this is well promoted during both large group time for more confident children and in one to one situations for those younger or less confident. Several children are beginning to recognise their own name as they find their own labelled coat pegs or observe staff writing their names on work. Name labels are less often used to support this development during other activities. Children have good opportunities to use mark making resources, they attempt to write during role play and chalk outdoors. Some are able to form letters in their name. Children listen well as senior staff use enthusiastic, interesting and inspiring ways to tell stories. They capture and sustain children's interest during discussion times by using props, visual aids and through encouraging children's full participation.

Children make steady progress in their mathematical development. Some older children recognise numbers and can count confidently. They demonstrate this when counting those present in the group at snack time. Some planned mathematical activities are less meaningful for the children and practical activities such as sand and water are less effectively used to promote mathematical concepts of weight, capacity and size. Children demonstrate good coordination when using small equipment and tools. They frequently use single handed tools during art and craft work and manipulate pegs to hang up their pictures. They access a more limited range of construction toys. Many older children enjoy the outdoor area and access a sufficient range of equipment. They demonstrate their spatial awareness as they follow a drawn pathway on wheeled toys, avoiding each other, stopping and starting as appropriate. The range of large climbing and balancing equipment does not always effectively challenge the more able children. Some older children are aware of their bodily needs; they understand the concept of being thirsty and independently help themselves to fresh water provided in the playroom.

Children's creativity is fostered well as they have many opportunities during planned activities to create and build pictures and models using their own ideas and to support topic work. Children currently have less opportunity to self-initiate and choose collage and craft materials due to the organisation and storage of these. They do have independent access to an art easel and can paint freely, exploring colour and their imagination during the session. Children regularly explore a wide range of musical activities. This includes listening to different music types, dancing and movement and playing instruments. They explore their imagination as they help to decide the theme for the role play area. They make and find resources for this area. For example, they explore home corner equipment, making tea and birthday cakes, write and post letters in the post office and make and sell toys in the toy shop. They have a good understanding of their own beliefs, as they talk about Birthdays and make plans for Christmas activities. They learn about a range of festivals and other cultures through well-planned topics. Children recall 'dancing with bells for Diwali'. They have opportunities to explore some features of the natural world as they talk about, smell and feel different fruits and vegetables during a topic on healthy foods. The outdoor area is sometimes used to promote this area, for example, growing sunflowers in the summer. Some children independently access the computer and are able to complete simple programmes using the mouse. This area is not always effectively monitored to ensure all children receive an equal turn. There are fewer accessible resources for children to independently attempt joining and building with construction or recyclable materials.

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

The provision is good.

Children are well-cared for by staff that work effectively with parents to meet individual needs. Children are respected and valued. There are some very positive strategies to ensure children all have opportunities to feel 'special'. Staff use sensitive and interesting reward systems. Children are proud to receive stickers and certificates for their achievements. These are given on a fair and equal basis when children have been kind, helpful or for more academic achievements, perhaps trying

a painting or joining in group activities for the first time. Children explore a range of cultural beliefs as they celebrate Birthdays, Christmas and learn about Diwali and Chinese New Year. Children develop a positive attitude to others as toys and resources reflect positive images of our diverse society and the wider world. Children's spiritual, moral, social and cultural development is appropriately fostered. Senior staff are skilled at managing behaviour in a positive and sensitive manner, as a result children respond well. Time is created for older children to quietly reflect on their day and listen to relaxing music. All children are equally supported to access all aspects of the nursery provision. There are clear systems in place to ensure that those with additional needs are well cared for. Staff work closely with parents and relevant professionals to ensure the setting is proactive in meeting all children's needs. Parents are given a good range of information about the nursery and are able to view all policies and procedures on request. Children's ongoing needs are catered for as good communication systems are in place. The approachable staff are on hand to feed back to parents during the day, they provide some written information for parents of younger children. Staff take account of the well-documented written information about each child. Partnerships with parents of funded children are good. Parents are able to contribute to their children's learning as they are given newsletters with information about future topics and learning activities. Limited information is provided about the Foundation Stage education curriculum. There are now good systems in place to enable parents and key staff to discuss children's progress, share the assessment records and plan for children's future learning.

## **Organisation**

The organisation is satisfactory.

Overall children's health, safety and well-being is promoted as senior staff have a sound understanding of their roles and responsibilities. Policies and procedures in the setting are maintained to a satisfactory standard. There is a clear induction system in place, although this is less effective in ensuring inexperienced staff have a secure knowledge of good health and safety practices. Seniors act as good role models and lead rooms well. Staff are generally well-organised to ensure there is a sufficient proportion of qualified and unqualified practitioners working in all rooms. Space is used generally well to ensure that children's individual needs are met. Younger children are able to sleep in peace whilst others remain active and involved in play. However, the organisation of the daily routines does not always best meet the younger children's needs. Children remain safe as they are cared for by staff that have been through suitable vetting procedures. The majority of records relating to the staff are in place. Records relating to the children are well-maintained and stored in a confidential manner. The leadership and management is satisfactory. Following several recent changes in the nursery team, the manager has begun to put in place appropriate systems to ensure more experienced staff can guide and support those less experienced. Senior managers work well together to monitor the education curriculum. They discuss strengths and weaknesses in the quality of teaching. The nursery demonstrates a genuine commitment to improving practice as they actively seek feedback from parents. They take on board advice from relevant professionals and have begun to implement systems to address any weaker areas. These improvements are too new to demonstrate a positive impact on children's learning.

Practitioners in the pre-school show a willingness to developing their skills through attending training, but have yet to have opportunities to attend this training. Overall the setting meets the needs of the children who attend.

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

At the last care inspection the nursery agreed to improve aspects of safety in relation to the security of the building and records of existing injuries. In addition the setting agreed to review the organisation of meal times. The setting have made good progress in improving the safety aspects. The building is secure and staff are vigilant as children arrive and leave the premises, ensuring that external gates are closed each time. Guidance is issued to parents about not letting others into the nursery, promoting a safe and secure area for children. The system for recording details of injuries that have been sustained out of the nursery was reviewed, staff are clear in their knowledge and maintain all required records, safeguarding children and promoting continuity of care. The setting have made satisfactory progress in reviewing the organisation of meals times. Children develop their social skills through conversation, they are encouraged to make some choices and voice their likes and dislikes at lunch. Older children sometimes help to set the table and give out the fruit. They are not fully encouraged to develop their independence, for example, pouring their own drinks at snack time.

Since the last nursery education inspection a change of staff has adversely impacted on the progress made. Following the inspection staff, at the time, attended training to develop their knowledge of the Foundation Stage curriculum, however, these have since left the provision. The senior in the room has a sound knowledge, whilst other staff, new to the setting, have yet to build this firm knowledge or have opportunities to attend training. As a result, this remains an area for improvement following this inspection. In addition the setting were required to develop systems for assessing and recording children's learning, which showed their progress towards the early learning goals in all six areas of learning. Since the inspection senior staff have worked together and taken advice from relevant professionals. They have sampled several systems and have recently begun to use a system that shows children's progress towards the early learning goals. Senior staff are at an early stage of using the information gained to help them plan a further range of worthwhile activities to help all children build on what they can already do. As a result, this remains an aspect of a recommendation made at this inspection.

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

Since April 2004 there have been 6 complaints in total. These were in relation to standard 2 organisation, standard 6 safety, standard 7 health, standard 11 behaviour and standard 12 working in partnership with parents and carers. On each occasion Ofsted made an unannounced visit to investigate, with 2 complaints being investigated during this inspection. On all but 1 and during this inspection visit there were no breaches of the National Standards found. During 1 complaint investigation actions were raised in relation to standard 2 organisation. The provider was required to ensure adult-child ratios were met with regard to having suitable contingency



arrangements in place to cover unexpected emergencies and staff absences. A further action was raised in relation to improving systems for recording the attendance of children and staff. The provider took appropriate action, developing systems for temporary and part-time staff and herself to cover staff ratios as required. She developed a clear system for recording attendance. Therefore Ofsted took no further action and the provider remains qualified for registration. There is a comprehensive systems for maintaining records of complaints.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **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):

- review the organisation and structure of the day, particularly the morning outdoor time, to further benefit children's enjoyment and welfare. Increase the length of time that children are able to make independent choices from the range of activities and toys provided (also applies to nursery education)
- provide increasing opportunities for staff to develop a firmer knowledge of children's development to enable them to always plan and provide activities that are appropriate and stimulating for the younger children
- develop systems to ensure all staff have a secure knowledge of good hygiene and safety practices. In addition improve systems of maintaining staff records to evidence their qualifications and training.

### **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):

- implement an improved systems of planning and assessment, ensuring they link clearly together. Include clear learning objectives in the short term plans, in sufficient detail, so less experienced staff can make best use of activities to

promote the learning and development of all children

- provide increased opportunities for less experienced staff to develop a firmer knowledge of the foundation stage curriculum
- ensure a greater range of indoor resources are accessible to children enabling them to make independent choices and to extend their learning and improve the use of the time spent outdoors to incorporate a wider range of learning opportunities.

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