



Merry Go Round Day Nursery

Inspection report for early years provision

Unique Reference Number	EY300871
Inspection date	22 September 2005
Inspector	Diana Pidgeon
Setting Address	5 City Road, Beeston, Nottingham, Nottinghamshire, NG9 2LQ
Telephone number	0115 9677951
E-mail	
Registered person	Nicola Young
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 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?

Merry Go Round Day Nursery has been registered under the current ownership since 2005. It is a privately owned day nursery that operates from a large converted house close to the town centre of Beeston, Nottinghamshire. Children are accommodated on two floors, in separate areas according to their age and stage of development. All children share access to an enclosed outdoor play area.

A maximum of 34 children may attend the nursery at any one time. There are

currently 29 children from 6 months to 8 years on roll. Of these, 9 children receive funding for nursery education. Children attend from the local and wider community. The nursery is managed by the owner and she employs 7 childcare staff and a cook. The manager and 4 staff hold appropriate early years qualifications. The remaining staff are all working towards a qualification. The nursery receives support and advice from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for in clean, bright premises where the use of good hygiene routines is prioritised. Children learn to maintain good personal hygiene by washing their hands appropriately, for example before eating, and by using the easily accessible tissues to wipe their noses. Babies' health is protected through careful attention to keeping floors clean by ensuring outdoor shoes are not worn in the room and ensuring all toys are wiped daily. Staff consistently follow the health and hygiene procedures and this ensures the risk of cross-infection is minimised and children's health maintained.

Children's awareness of the benefits of healthy eating is raised through meals and snack times. They enjoy a cooked meal each day, which is prepared from fresh ingredients and introduces children to a range of vegetables and fruits. Good written records are maintained to ensure staff are fully aware of any special dietary requirements. Meal times are sociable occasions where staff sit with the children and encourage them to try new tastes and to gain independence in feeding themselves.

All children enjoy regular opportunities to be active both indoors and outdoors. Babies are encouraged to crawl, move freely and to use play equipment that helps to support their walking skills. Toddlers benefit from a spacious base room where they learn to negotiate pathways around toys and each other, and practice climbing on small indoor equipment. All children use the shared outdoor area in turn to extend their physical development and benefit from fresh air. They climb, use wheeled toys and play ball games. Pre-school children enjoy indoor movement sessions when they dance together or play action games, which helps to develop co-ordination and control of their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is given high priority because staff comply with the appropriate health and safety requirements. Good safety and security in and around the nursery, such as internal safety gates, protect children. Safe, appropriate equipment in all areas enables children to sit and play together comfortably. Resources throughout the nursery are carefully chosen and maintained to ensure children can play safely. Older children begin to learn to keep themselves safe. For example, they know to

hold on to the hand rail as they go down the stairs and understand why they put on hats and sun cream before they play outdoors.

Children's welfare is safeguarded because the staff have a sound knowledge of the child protection procedures and what action to take should they be concerned about a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children's care needs are suitably met. Babies receive lots of cuddles, which helps them to settle and increases their sense of well-being. They follow routines that are consistent with their home experiences, which provides continuity. Staff are beginning to use the 'Birth to three matters' framework to help them plan babies and younger children's play. Babies enjoy exploring the toys and materials presented, such as a range of everyday sensory objects that introduce them to new textures. They benefit from a variety of opportunities such as painting with their fingers and responding to musical toys. Staff plan a variety of activities for toddlers and they can move about freely, choosing what they wish to do. They use a suitable range of play materials which are clean and developmentally appropriate, such as a train set and home play area. Children have some daily opportunities to use sensory or creative activities but the use of practical first hand activities is not fully exploited to allow children time to fully explore and extend their learning. Toddlers' physical needs, such as eating, sleeping and changing are met appropriately and in accordance with their needs.

Nursery Education

The quality of teaching and learning is satisfactory. Children make sound progress towards the early learning goals in most areas of learning because staff understand children's needs and provide a varied range of activities and experiences. They provide a sufficiently stimulating environment for children. Staff have a suitable understanding of the Foundation Stage and use a variety of teaching methods to help children progress. They use their observations and assessments of children to identify what children can do and to plan their next steps in learning. They ensure all children are included. Activities generally engage children, but sometimes staff are not clear about what children are expected to learn or how these can be extended to offer more able children appropriate challenges.

Children are generally happy, settled and enjoy their time in the nursery. They work well together and enjoy group activities, such as painting treasure boxes and making a model giant. They learn to share resources and to take turns when playing board games. Most children behave well and understand what is expected of them. Some children concentrate well, for example persevering until all the box is completely covered with paint. Most children rapidly gain independence and confidently select activities, put on their own aprons and tidy away after themselves. Children confidently talk to each other and adults, asking questions and seeking support when needed. They listen attentively at story times and begin to use books for their own enjoyment. Children benefit from seeing words and print around the rooms and

readily recognise their own names and sometimes other simple labels. Children begin to use numbers in their play, such as counting how many bricks are in a tower. Older children count spots and find the total of two dice when playing a game. Children use equipment, such as linking elephants, to promote their understanding of mathematics but their learning is not always maximised. Children enjoy finding out about the natural world and talk knowledgeably about insects and growing plants. They talk about their own lives, but less about the local or wider community. Children have little awareness of the uses of technology in everyday life or opportunities to operate simple equipment. Children are developing good control over their bodies which is promoted through dance, movement sessions and use of play equipment outdoors. Children have some opportunities to use small tools, such as scissors, and develop their hand-eye co-ordination as they thread pasta onto a string. Their imagination and creative skills are developing through a suitable range of activities such as role play, painting, music and craft activities.

Helping children make a positive contribution

The provision is satisfactory.

Children are warmly welcomed by staff when they arrive which helps them to settle. They see that they are valued as they see their names and photos around the nursery and have their art work displayed in all areas. This raises their self-esteem. Pictures, posters and resources within the nursery begin to raise children's awareness of a diverse society. Suitable systems are in place to help staff support children with special needs. Children throughout the nursery generally behave well. Their achievements are recognised and celebrated through reward charts and displayed stickers. Older children learn good table manners and social skills at meal times. They work co-operatively with one another and begin to show care and concern for others, for example when someone is unwell. Children's spiritual, moral, social and cultural development is fostered. Younger children generally settle well because staff work with parents to share information about routines and sleeping patterns. Written diary sheets are used appropriately to share information with parents on a daily basis.

The partnership with parents and carers is satisfactory. Parents receive some information about the nursery through brochures and notice boards, but information provided about the Foundation Stage is limited. Parents have few opportunities to share in their child's learning and as a result are not helped to become further involved in their child's educational development. Staff talk regularly with parents to ensure they are informed about how their child is progressing. Assessment records are available for parents to see on request and at open days.

Organisation

The organisation is satisfactory.

Children's care is appropriately supported by suitable organisation within the nursery. The premises are well organised and provide bright, suitable play areas. Staff make satisfactory use of these to provide appropriate play and learning opportunities for all

children. For example, they share the use of the garden so that all children have daily opportunities for fresh air. All legally required documentation which contributes to children's health, safety and well being is in place.

Children are cared for by sufficient suitable staff which ensures that the required ratios are maintained and children are appropriately supervised and supported at all times. The new staff team are beginning to work well together and show a sound understanding of child development. They have some understanding of the 'Birth to three matters' framework and use this appropriately in their planning for younger children. There are no rigorous systems in place to review staff progress or assess their individual training needs in order for them to fully support children's care, learning and welfare.

Leadership and management for nursery education is satisfactory. The manager has a clear vision for the future and is committed to improvement. Staff work well together to deliver a broad and balanced curriculum that ensures children make sound progress towards the early learning goals. Generally suitable planning systems are in place that link activities to each area of learning, but specific learning intentions are not clearly identified. A lack of rigorous monitoring means areas of the curriculum less well supported are not readily identified. Children's assessments show their progress through the stepping stones, which means staff have useful information about their achievements. Overall the range of children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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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):

- develop the planning of activities for younger children to ensure they have regular access to a broad range of first-hand experiences where they can explore and investigate
- develop systems to monitor staff performance and to identify their individual training needs.

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):

- develop the planning to better inform staff of the expected learning outcomes and to show how activities can be extended for more able children
- develop the programme for knowledge and understanding of the world to include more opportunities for children to learn about the local and wider environment and to find out about and use everyday technology
- increase the opportunities for parents to be involved in their children's learning, for example by providing further information about the foundation stage curriculum and how they can support children's learning at home
- develop systems to monitor and evaluate the standards of nursery education provided.

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