

Carrington Private Day Nursery

Inspection report for early years provision

Unique Reference Number	254597
Inspection date	25 May 2007
Inspector	Susan Riley
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Registered person	Tina Ann Jones
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?

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.

A maximum of 65 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 50 weeks of the year, closing only for Christmas week, the last week in August and all main bank holidays. All children share access to a secure enclosed outdoor play area. There are currently 90 children from five months to under five years on roll. Of these 20 children receive funding for nursery education.

The nursery employs 18 members of staff. Of these, 11 hold appropriate early years qualifications and seven are working towards a qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Most children's health is effectively promoted as the setting takes positive steps to promote the children's good health, and encourages them to begin to take responsibility of meeting their own health needs. However, some staff do not wash their hands before handing out finger food to the younger children. Some positive steps are taken to prevent the spread of infection and appropriate measures are taken when children are ill so that health needs are met.

Children stay healthy because most staff follow current and appropriate environmental health and hygiene guidelines and the settings own policies and procedures to prevent cross infection. The children's welfare is promoted because the setting can respond to accidents appropriately as current first aid certificates are held, first aid boxes are kept up to date and readily available and most accidents are recorded in good detail and shared with parents. Most medication is kept safely away from children.

Children are learning about their personal hygiene and how to keep healthy by following the settings daily routine and topic work. Older children are aware that they need to wash their hands to get the dirty germs off and that these germs can make them poorly.

Children benefit from a healthy diet. They have adequate opportunities to learn about healthy eating because the setting provides children with regular drinks and food that are nutritious and complies with their dietary and religious needs. The children are learning about healthy living through a range of good activities that develop the children's understanding of which foods are good for them. All meals are cooked from fresh ingredients and purchased from local suppliers. Younger children are bottle fed in the arms of the staff ensuring a close bond between child and adult.

The children enjoy varied opportunities to experience physical activities and develop their skills. For example, they are keen to put some 'wellies' on and climb into the large outdoor covered sandpit. The children are eager to go into the new sensory garden area and use their senses appropriately to touch, feel and smell. All children rest and sleep according to their own needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and are well cared for in premises that are safe, secure and suitable for their purpose. This is because the setting ensures that the environment gives children good access to a comprehensive range of facilities that successfully promote children's development. Children are cared for in a welcoming, secure and safe indoor and outdoor environment. They are welcomed by staff as they arrive and they have their own named trays or baskets in which to place their own belongings in. This gives the children a sense of belonging to the setting. Children have sufficient space and each group of children have a separate room for sleep, rest or relaxation. This ensures children can sleep undisturbed. All areas of the nursery are clean and appropriate routines are in place to ensure the cleanliness and safety during the day for the children.

The children always use an adequate range of equipment that is suitable and safe. This is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained. The play and

resources are set out at different levels for children, allowing them to make their own choices. This encourages their independence.

Children's safety is suitably promoted because the staff take positive steps to promote safety within the setting and on outings. They ensure proper precautions are taken to prevent accidents and minimise identified risks to children. There are satisfactory procedures for outings, the children are kept safe because parental consent is given, risk assessments are carried out, contact details and first aid resources are taken and appropriate ratios are maintained.

Children learn to keep themselves safe as the staff regularly practice the fire drill with them; this ensures children are fully aware of how to vacate the premises in safety. Staff offer gentle reminders about safety issues during the day as part of the routine. For example, what must they remember when going up and down stairs, how must they hold scissors and what must they remember when riding the cars outside. These reminders reinforce children's learning on keeping themselves and others safe. The children are adequately protected from harm because staff have a sound understanding of their role in child protection. They are able to put appropriate procedures into practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They enjoy their time at nursery, and freely select activities according to their needs and interest. Children are confident to approach the staff 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. Effective discussion with parents ensure that young children experience and benefit from familiar home routines for eating and sleeping whilst at the nursery, enabling them to feel safe and secure. The staff are skilled at encouraging children to extend their experiences, and at listening and talking with them. This raises children's self-esteem and confidence.

All children are very involved in their play and learning and demonstrate good levels of concentration. They make their own decisions about their play as they choose from the wide range of activities and experiences. All children increase and develop new skills throughout their play. Children make positive relationships, staff are interested in what children do and say, they encourage the children to talk and take part in the activities. They also promote the sharing of resources with the younger children. This helps children build up good relationships with their peers. Children are beginning to distinguish between right and wrong through the gentle reminders and the positive praise they receive from staff.

Nursery Education

The quality of teaching and learning is good. Children are making good progress and their overall development is promoted because staff have a sound knowledge of the Foundation Stage. Children are eager to learn, self assured in their play and confident to try new experiences. Staff appropriately question and challenge the children and are aware of good teaching practices, to suit the children. They provide activities and opportunities for children to enable them to learn by themselves and consolidate their learning. Children's independence is promoted effectively through the daily routines. Older children enjoy being a special helper as they help prepare the tables for lunch. Assessment of the children's learning is effective. They show what the children are learning and what they need to learn next. Good detailed planning is in place

for children's learning inside. However, at present the staff do not plan effectively when children are playing outside.

Children clearly show their enjoyment as they participate in an extensive, balanced range of well-planned activities. These include daily opportunities to participate in role play, art and crafts and physical play. Children have weekly opportunities to participate in French and yoga, increasing their knowledge and appreciation of these areas.

Children are motivated and fully engaged in their play and learning. They have a good understanding of their own needs and are confident in meeting their personal needs such as independently visiting the toilet. Children have very good relationships with their peers and listen carefully to each other. They are able to explain their ideas and experiences. Children listen intently to stories and sing enthusiastically. They learn the sounds that the letters make and staff encourage children to say the initial sound. All children are encouraged to write or make marks for their name. The more able children write their own name. Children's language skills are good, they show awareness of the listener, and negotiate well within their play. Reading skills are developing, as they recognise their own name or labels around the setting. Children know how books work and handle them with care. Older children use pictures to tell themselves a story.

Children are interested in numbers and counting, they are beginning to understand simple addition and subtraction as they sing number rhymes. They complete jigsaw puzzles which develops their mathematical ideas and helps them to solve problems for themselves. Children demonstrate a strong impulse to explore and investigate, and show interest in why things happen and work. For example, they are keen to look and notice the effect that light has on water and watch out for the different colours that it makes. They have good opportunities to use simple tools and techniques in order for them to understand how items are shaped, assembled and joined. Children confidently use the computer to support their learning. They are gaining knowledge of their community and the wider world through the provision of a range of resources and activities. These include visits within the community.

Children move confidently and in safety around the setting. They display a good awareness of personal space for themselves and for others. Children use the wide range of large and small equipment confidently, with increasing control and co-ordination. 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. During the yoga sessions, children learn about exercise and how it affects their bodies.

Children respond excitedly to a wide range of creative activities. They sing with gusto, love role play and explore paint and other materials. Children in the home corner imitate adult roles. In the sensory area, children discuss their own or others' creative ideas and are guided by staff who encourage the children to observe, express their own thoughts and develop their language.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. They are cared for by staff who work very well with parents to meet individual needs and ensure all children are fully included in the nursery. Children benefit most where there is a trusting and mutually supportive partnership. They are starting to gain a sense of belonging as they join in the group time activities, or find their own named tray to put their personal belongings in, or hang their coats on their named

coat pegs. Their good behaviour is appropriately fostered by the staffs sensitive intervention and positive reinforcement.

Children are being made aware of the wider society through the activities and resources that the practitioners provide. For example, activities around the many festivals and celebrations, books and posters around the setting, and the dolls and small world play figures that the children use within their imaginative play. The younger children are beginning to play harmoniously with each other, through the staff's reassurance and encouragement. Older children play co-operatively with their peers. Children receive appropriate support from the staff, for instance, within their play, meeting all personal needs or giving cuddles to offer reassurance. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Children benefit very well from the effective information sharing with parents through newsletters, daily chats and the very detailed notice boards. Good detailed information around the Foundation Stage is available for parents and this helps them to be involved in children's learning. All planning is displayed along with the topics and information is given to parents on activities they can do at home to extend children's learning. Parents are kept very well informed about their child's progress and achievements through regular parents' evenings and termly reports. Information evenings are also held for parents, the most recently being around behaviour management, which parents comment very favourably about and are asking for more evenings like this. The nursery values and actively seeks parents views and ideas, through the annual parent questionnaires.

Organisation

The organisation is satisfactory.

Children are protected due to the recruitment and vetting procedure being rigorous and they ensure that all staff have been vetted and are safe and suitable to be in contact with them. Children benefit because all managers and staff have the appropriate qualifications, knowledge and experience to do their jobs which ensures that children's needs are met. Most children benefit from effective organisation of the setting. It ensures that children's health, safety and well-being are met. They are cared for in a setting where there are suitably qualified staff to meet the needs of all the children. The management and organisation of the setting is pro-active in ensuring the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting.

Staff are well deployed around the nursery. However, adult:child ratios first thing in the morning are not always being maintained. Appropriate cover arrangements are in place to ensure that suitable and additional staff are employed as required. All policies and procedures protect children sufficiently and are effectively implemented to promote all the outcomes for children. Records are available and retained for inspection, they are suitably organised and kept in a confidential manner. The provision meets the needs of the range of the children for whom it provides

Leadership and management for nursery education are satisfactory. The manager has developed sound aims and values for the provision and has a clear vision for staff continuing improvements for children's care and education. The manager is well aware of the strengths and weaknesses for children's education and what is required for improvement. Training opportunities ensure that children are well-protected and cared for. Staff effectively monitor and evaluate children's learning. The staff team work well together and are good role models for children.

Improvements since the last inspection

At the last care inspection a number of recommendations were agreed. The staff have reviewed the organisation and structure of the day to further benefit children's enjoyment and welfare. Children now have more time to make independent choices from the wide range of activities and resources available. This promotes children's independence and allows them to play and consolidate their own learning. Staff working with the younger children have attended training to develop a firmer knowledge of child development. They make regular observations of children and use this information to plan appropriate activities to move the child on to their next steps of learning and development. Thus children have access to a wide range of activities that are appropriate and stimulating. Each room has daily and weekly checks list in place to ensure that they are clean and suitable for the children. Staff certificates for first aid are now in their staff files. This ensures the continued good health and safety of the children.

At the last nursery education inspection, three key issues were agreed. Staff have improved the planning and assessments for children, they now link clearly together. Clear learning objectives are noted and shared with all staff, ensuring that all staff working with the children are fully aware of what they are expected to learn. Staff have attended training to develop a firmer knowledge of the Foundation Stage. The whole indoor learning environment has been designed to ensure that all resources are freely accessible to children, enabling them to make independent choices and to extend their learning. The outdoor play area is slowly being addressed and this has been carried through from this inspection.

Complaints since the last inspection

Since the last inspection there have been three complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

Ofsted received a complaint which raised concerns about insufficient staff in the baby room. Ofsted conducted an unannounced visit to the provision on 08/06/2006 to consider these concerns in relation to National Standard 2: Organisation. As a result of the visit the provider was given the following action: ensure systems for registering children and staff attendance are maintained consistently and include hours of attendance. A satisfactory response was received on 13/06/2006 and the provider remains qualified for registration.

Ofsted received a complaint detailing concerns about safety of the outdoor area, insufficient staff, rough handling of a child and the management of complaints at the setting. An unannounced visit was carried out on 03/04/2007 to consider these concerns in relation to National Standards 2: Organisation, 6: Safety, 11: Behaviour, 12: Working in partnership with parents and carers, 13: Child protection, and 14: Documentation. As a result of the visit the provider was given the following actions: ensure that adults caring for children in the provision do not use any form of physical intervention, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. Any incident is recorded and the parent informed of the incident on the day; ensure there is a system in place for the regular exchange of information between parents and staff members, and that parent's views and concerns are respected and acknowledged; that appropriate and prompt action is taken on any concerns raised and complaints are investigated and that complainants are notified of the outcome within 28 days; and improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters including any significant events or changes that may have an impact on the safety or welfare of children. A satisfactory response to the actions was received on 01/05/2007 and the provider remains qualified for registration.

Ofsted received a complaint which raised concerns about safety, nappy changing procedures, sharing information with parents, and how complaints are dealt with. An unannounced visit was carried out on the 03/04/2007 to consider these concerns in relation to National Standards 6: Safety, 7: Health and 12: Working in partnership with parents and carers. As a result of the visit the provider was given the following actions: ensure that a record of all complaints is maintained and appropriate information from that record shared with parents on request. The registered person should provide Ofsted, at its request, and at any time, a list of all complaints made in any specified period and the outcome and action that was taken as a result of each complaint; and ensure there is a system in place for the regular exchange of information between parents and staff members, and that parents views and concerns are respected and acknowledged; that appropriate and prompt action is taken on any concerns raised and complaints are investigated and that complainants are notified of the outcome within 28 days. A satisfactory response to the actions was received on 01/05/2007 and the provider remains qualified for registration.

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

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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):

- improve staffs knowledge of good hygiene practices in order to prevent the spread of infection
- ensure the required adult:child ratios are met at all times.

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 further the planning for the outdoor play area to ensure it focuses on a more learning environment for children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk