

# Carousel Under 5'S Playgroup

Inspection report for early years provision

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**Unique Reference Number** 253042

**Inspection date** 18 May 2007

**Inspector** Susan Riley

**Setting Address** Lammas Compound, Lammas Road, Sutton-in-Ashfield, Nottinghamshire,  
NG17 2AD

**Telephone number** 01623 557798

**E-mail**

**Registered person** Carousel Under 5'S Groups

**Type of inspection** Integrated

**Type of care** Sessional 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](http://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.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### WHAT SORT OF SETTING IS IT?

Carousel Under 5's Playgroup opened in 1976. It operates from a single story unit situated close to the town centre of Sutton-in-Ashfield and is managed by a voluntary committee made up of parents of the children who attend the group.

A maximum of 24 children may attend the group at any one time. The group is open Monday, Tuesday, Thursday and Friday from 09:00 to 12:30 for 47 weeks of the year, closing only for one week at Easter, two weeks at Christmas, two weeks during the summer school holidays and all main bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 15 children from two to under four years on roll. Currently no children receive funding for nursery education. Children come from local community. The group currently supports children with disabilities and also supports children who speak English as an additional language.

The group employs four members of staff. Of these, three hold appropriate early years qualifications and one is working towards a qualification. The group receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is soundly promoted as the staff take positive steps to promote the children's good health, and encourage them to begin to take responsibility of meeting their own health needs. Children are encouraged to manage their own personal hygiene and wash their hands independently. Children receive good support from the staff who praise them when washing their hands, this helps to develop their knowledge and understanding in this area. Staff are good role models for the children, as they wash their hands with the children. For example, after messy play, after changing a nappy, or after wiping a child's nose.

Positive steps are taken to prevent the spread of infection and appropriate measures are taken when children are ill. A clear procedure is in place and fully implemented for a child who is unwell whilst at the setting. The parents are contacted to come and collect the child and the staff care for them appropriately until they are collected. The administration of medication is carefully recorded by staff ensuring children are always given the correct dosage.

Children's welfare is promoted because the staff can respond to accidents appropriately as current first aid certificates are held, the first aid box is up to date and easily available. Accidents are recorded in good detail and shared with parents, thus, ensuring parents are fully aware of what has happened to their child. Prior parental consent for emergency treatment is not in place for all children, as the setting has recently changed their registration forms and this has been omitted from the new forms. This does put some children at risk as the staff are not fully aware of parent's wishes and therefore cannot act in the event of an emergency.

Children are suitably nourished. They have adequate opportunities to learn about healthy eating because the staff provide the children with regular drinks and food that is nutritious and complies with their dietary and religious needs. Children are provided with healthy choices for their snack as they are always provided with a variety of fresh fruit. The children are learning about healthy living through a range of satisfactory activities that develop the children's understanding of what foods are good for them. For example, they have recently made their own salad sandwiches for their snack. Children are able to freely access fresh water from their named water bottles as they become thirsty. This encourages children to become independent and recognise their own needs.

The children enjoy varied opportunities to experience physical activities and develop their skills. They benefit from the daily outdoor activities and experience all types of weather. The staff ensure that they are always appropriately clothed for playing outside. For example, they ensure that children wear sun hats and sun screen or are well wrapped up when out playing in the snow. The children are eager to play outside and develop their skills on the variety of equipment. This area is currently being developed to further enhance children's learning and development.

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

The provision is satisfactory.

Children are safe and generally well cared for in premises that are safe, secure and suitable for their purpose. This is because the staff ensure that the environment gives children good access to a comprehensive range of facilities that successfully promotes their development. The premises are welcoming and child centred. For example, activities are set up for children as they arrive and staff greet the children and parents by name. The staff are currently developing a more thorough daily risk assessment system, to ensure that the setting is safe and suitable for children.

Children mostly use a wide 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. Children's safety is adequately promoted because the staff takes positive steps to promote safety within the setting. The staff ensures proper precautions are taken to prevent accidents and minimise identified risks to children. Children are kept secure whilst in the setting due to the staff team maintaining a good level of security and supervision.

Children are learning to keep themselves safe through the staff offering them gentle reminders. For example, when going outside staff reinforce the need to walk when first going outside. Staff hold discussions with children about other safety issues. Children, with regularly practicing the fire drill, are learning what to do in the event of an emergency.

The children are protected from harm because staff have a sound understanding of their role in child protection and are able to put appropriate procedures into practice. Staff attend regular training sessions to ensure that their knowledge and understanding is up-to-date with current issues.

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

The provision is satisfactory.

Children are happy and settled. They enjoy their time at the setting, 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 children enjoy close relationships with their carers and readily seek comfort and contact with them, increasing their sense of well-being. 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.

Children acquire new knowledge, as staff hold lively discussions around healthy foods or around the care of the recently planted broad beans. All children increase and develop new skills throughout their play. Children make positive relationships; staff are interested in what they do and say, they encourage them to talk and take part in the activities. Staff 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**

There were no children receiving funding for nursery education on roll at the time of the inspection. However, evidence suggests that the quality of teaching and learning is satisfactory.

The staff have a satisfactory knowledge of the Foundation Stage. They are very aware of how children learn through play. Children are likely to respond positively to the available learning opportunities as the staff plan themes and activities that relate to their direct experience and interests. The staff have very recently changed their planning and this is in the early stages of development. Currently they mainly plan activities using the stepping stones and some aspects from the 'Birth to three matters' framework. However, the majority of children attending are under three years of age. This current practice is not effectively meeting the developmental needs of all the children. They have also started a new assessment system that is appropriate for all the children attending. The staff make regular observations on all children. However they have not yet started to use this information to plan appropriate activities to move the children on to their next stage of development.

The layout of the setting is favourable for children to access their own play and learning opportunities, which promotes their independence. The staff kept clear records of what children did and achieved. These show that children made some progress through the stepping stones towards the early learning goals. Plans and records show how children developed their understanding of number through using regular practical play activities to count. The staff plan for active physical play indoors and out, and records show children developed good health and bodily awareness. There are resources available for children to develop their information communication and technology skills through use of the computer already on site. Younger children take part in growing activities. For example, all children are currently planting broad beans and over the next few weeks will be monitoring their growth. Staff have a sound knowledge on how to provide creative activities that allow children to express themselves freely. They also understand how children develop their communication, language and literacy skills and the activities that will promote this learning. The outside area is used, but through discussion with staff they are aware that there is a weakness in providing activities outside that cover the full curriculum.

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

The provision is satisfactory.

Children are involved in what is going on around them and gain self-confidence and good self-esteem. They are able to feel a sense of belonging as they see their art work displayed. Each child has a key worker; this enables children to settle well as they build up a bond and attachment with the staff member. Children are developing their self-esteem and are learning to respect others. Staff help children to share the resources and be nice to their friends. Children benefit from activities and resources that help them to develop an understanding of diversity and learn about their local community.

Children with learning difficulties and/or disabilities receive appropriate support. Children's needs are met because staff do understand and can implement the code of practice; they seek advice and work with parents and other agencies. All children are valued as individuals which actively promotes inclusion. Children make positive relationships and they behave well. Younger children are starting to work harmoniously with others. Staff praise the children and use reward stickers to reinforce the good behaviour. Children's spiritual, moral, social and cultural development is fostered.

Children make choices and take decisions. The setting use signs and symbols to help children make their own choices and understand what is expected, this particularly helps children with English as their second language. Children are developing sound relationships with adults and other children in the setting. Staff work closely with parents and carers to meet individual

children's needs and ensure they are fully included in the life of the setting. Staff exchange information with parents at the start and end of the session as to the care of the child, this ensures continuity of care.

The partnership with parents and carers is satisfactory. Suitable systems are in place to inform parents of the educational programme. For example, planning is displayed; a detailed welcome package is given to all new parents. Currently there is no formal system of keeping parents informed about children's progress and achievements with regard to the educational programme. Parents views are actively sought and the staff value them.

## **Organisation**

The organisation is satisfactory.

Children are cared for in an organised environment. Staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. However, the management committee are not fully aware of their roles and responsibilities to protect children and have not kept Ofsted informed of all changes to the registered person. The recruitment and vetting procedures ensure children are protected and cared for by staff with a sound knowledge and understanding of child development. Correct staff ratios are maintained at all times which supports children's care, learning and play. Children are appropriately grouped and they benefit from well-deployed staff, who consistently interact with them and give them effective support and encouragement. This helps children to feel secure and confident. Staff regularly attend training to increase their knowledge and understanding of child development or to keep themselves up to date with current issues.

Most 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 confidential. However, the daily registration process is not fully effective as the true times of children's attendance is not recorded accurately. This system does not fully protect children. Overall the provision meets the needs of the range of children for whom it provides.

The leadership and management is 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 the setting and what is required for improvement. Training opportunities ensure that children are well protected and cared for. The established staff team work very well together and are good role models for children.

## **Improvements since the last inspection**

At the last care inspection the group agreed to ensure that all staff were suitably qualified. Staff have been employed who hold the relevant qualifications and staff have been supported in their training to achieve a qualification. All staff attend regular training to further increase their knowledge and understanding of child care and development. This ensures children's needs are effectively met at all times. The setting also agreed to ensure that the contents in the first aid box were appropriate. The group have devised a regular checking system to ensure the first aid box is fully stocked with appropriate contents. This ensures children's safety and well-being at all times, as the staff can respond to accidents that occur to the children.

This is the first inspection for nursery education.

## Complaints since the last inspection

Since the last inspection 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):

- request written permission from parents for seeking emergency medical advice or treatment
- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters, with reference to changes to the registered person
- ensure the system for registering children's attendance on a daily basis, shows the actual hours of attendance.

### 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 a system of involving parents in children's learning, with reference to gathering information about their child's starting points and their progression through the stepping stones towards the early learning goals
- continue with the development of the outdoor play area to ensure it is an effective learning environment for children
- continue with the recently implemented planning and assessment system (also refers to care).

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](http://www.ofsted.gov.uk)