

Carlton PDN (2)

Inspection report for early years provision

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Inspector	Ann Winifred Harrison
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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

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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 inadequate – notice of action to improve. The registered person does not meet 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?

Carlton PDN (2) opened in 1993 and is privately owned. It operates from a purpose-built, three-storey property in Allestree, adjacent to Derby University. The nursery serves the local and surrounding areas. A maximum of 90 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round. All children share access to a secure enclosed outside play area.

There are currently 63 children on roll, of these, 18 children receive funding for early education. Children attend for a variety of sessions. The nursery employs 11 members of staff, of these, six staff, including the manager, hold an appropriate early years qualification. Three staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children do not always learn to understand simple health and hygiene practices because some staff do not consistently monitor hand washing procedures at lunch time and they do not always explain the reasons why children need to wash their hands. This compromises children's health. Staff do not always ensure that children can access tissues to wipe their noses and they do not show children how to dispose of them correctly. This puts children at risk of infection.

Some suitable hygiene procedures are followed in the setting to promote children's welfare, for example, tables are wiped before using them for meal times. However, the routines for young children's flannels are not hygienic. Some nappy changing routines are practised to prevent cross-infection, for example, the changing mat is wiped after each use and staff wear protective gloves. However, staff do not wear aprons whilst changing nappies or when serving food which means there is a potential risk of cross-contamination. Children and babies have individual clean bedlinen to help to reduce the risk of cross-infection. However, in some areas where young children crawl and toddle, furniture and carpets are not always kept clean and this means that children's health is not fully protected. Suitable policies are in place for sick and infectious children which help prevent the spread of infection. Suitable accident recording procedures are in place and parents are informed of any injuries to ensure children's welfare is maintained.

Children are well nourished. They are provided with a good variety of healthy meals which are prepared on site. They enjoy meals such as pasta bake, curry and cauliflower cheese, with snacks of fresh fruit, vegetable sticks and yoghurt. All meals comply with any special dietary requirements to ensure children remain healthy. Children are given regular drinks throughout the day, and older children help themselves to drinking water. This means they can access drinks whenever they are thirsty. Children are learning about healthy living through discussion with staff and planned topics on healthy eating.

Children are able to rest and be active according to their needs. They experience a good range of play activities to enhance their physical development. They join in well with action songs and enjoy music and movement sessions. All children go outside regularly in all weather. They are learning that they need protection from the sun and they know that they must wear hats and suncream. Older children move confidently and are developing good coordination skills. They ride bikes, throw and catch balls and climb on climbing equipment. All children practise their climbing skills in the soft play building where they climb on ladders and crawl through tunnels and ball pools. This promotes the development of children's physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are not fully protected because the fire safety equipment is not kept in good working order and the emergency evacuation procedures are not regularly practised to ensure that all staff and children are aware of the procedures to follow in the event of an emergency. Children are not effectively safeguarded by staff who have a limited understanding of child protection issues. Some staff know the likely signs of abuse and are aware of the need to share what they know or have seen with senior members of staff. However, they are not aware of the Local

Safeguarding Children Board (LSCB) procedures or of the procedure to be followed in the event of an allegation made against staff.

Children are cared for in a secure indoor and outdoor environment. Good security precautions contribute to children's safety. For example, staff monitor access to the group through an intercom system and ensure all gates and doors are locked. Risk assessments are completed which identify hazards and the actions taken to minimise risks. Daily checks on the premises, equipment and resources are made to ensure children are kept safe. However, the cleaning of some carpet areas is not effective and could be a potential hazard to young children. There is a system in place for registering staff's and children's arrival and departure and to ensure only named individuals collect the children. All visitors are asked for identification and a record is kept of their visits. Children are generally well supervised and staff ensure that adult to child ratios are maintained. Sleeping children are monitored by CCTV cameras and are checked regularly by staff. There are appropriately stocked first aid kits in each area, in case of injuries to children. Five staff have first aid training which means that any injuries are dealt with appropriately. Accident records are frequently monitored to ensure that no one area is a risk to children.

Children learn how to keep themselves safe, for example, they know that they must not run in the nursery and they are learning about road safety. Staff arrange for the local police and fire officers to talk to the children about road safety and fire hazards. They know that they must take care in the soft play building and staff regularly reinforce safety rules to children to prevent any accidents. Staff also check the soft play equipment before use to ensure children's safety. Children have access to a good range of safe toys and equipment which helps to keep them safe.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are at ease and generally enjoy their time in the setting's comfortable environment. They have positive relationships with staff and receive comfort and attention when they need support. They play happily together and with adults, using resources such as puzzles, construction and role play equipment. Children benefit from a colourful environment in which they are happy and content. Staff provide suitable resources to enhance children's learning. However, in some areas there are limited opportunities for them to choose their own resources and initiate their own play. This restricts their personal choice and independence. Staff in some areas are not confident to extend young children's learning, for example, in the discovery room some staff do not always have a purpose to the activities or know what they want individual children to learn. This potentially restricts children's progress.

A key worker system is in place, however, the movement of staff during the day does not always ensure that babies and toddlers are cared for by consistent staff, whenever possible. Young children receive lots of cuddles and enjoy the positive interaction with staff which increases their sense of trust and well-being. They benefit from routines which are similar with their experiences at home and staff are attentive to their needs. Babies explore the textures of a variety of materials provided by staff, such as paint, water, wooden toys and treasure baskets. They enjoy the colours and sounds of musical toys and mobiles which they explore with interest. Staff plan a range of experiences and activities to help children learn through their play. Toddlers enjoy exploring textures in sand, water and paint. Musical activities include singing and action rhymes which contribute to children's developing communication skills. They enjoy looking at books and listening to stories. Staff ensure that babies and toddlers have regular play experiences

outdoors. They climb on the climbing frames and ride on the wheeled toys and have regular opportunities to play in the soft play building.

Staff use 'Birth to three matters' framework to plan and provide activities for young children's development. Most staff have an understanding of the range of experiences which enables young children to develop and learn. Key workers complete observations and assessments of their children to find out what they know and these are beginning to be used to inform planning for children's next steps in learning. This ensures that children's progress is monitored.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making progress towards the early learning goals. Staff have a sound knowledge and understanding of how children learn and use the stepping stones to clearly identify children's achievements. Activity plans are linked to the stepping stones and ensure a range of activities and experiences are provided to extend children's learning. However, plans do not always show how all children will be challenged. Staff undertake detailed observations and assessments to find out what children know and these are used to plan for individual children's next steps in learning. Staff engage in children's play and challenge children by some good use of questioning to extend their learning. However, staff do not always provide challenge for more able children. They do not always extend learning opportunities with children during everyday hygiene routines which restricts children's understanding. Behaviour is well managed and this results in a calm and caring environment for children. Staff provide a good range of resources to help children learn through their play, and these are organised effectively to engage and interest children. For example, the role play area is thoughtfully displayed to make the most of the learning opportunities it provides. There are numbers and letters in the environment to help maximise children's learning.

Children are involved and enthusiastic and they enjoy taking part in the available activities. They demonstrate good concentration as they find their own name at registration time and play matching games. They have free choice of activities and can access toys and resources independently. They form good relationships with staff and their peers which helps promote their sense of well-being. For example, they play well together pretending to be doctors in the role play area. Children's self-help skills are good as they help themselves to drinks and put on their own coats and shoes to take part in outdoor play. Children's verbal communication skills are generally good, they are confident to speak out at group time to tell others what they have been doing at home. Children enjoy listening to stories, although these are not always well planned by staff to maximise more able children's learning. There are opportunities for children to learn that print carries meaning, through seeing words in the environment to help them begin to recognise familiar words. They have opportunities to practise their early writing skills as they help themselves to pencils and notepads and access chalks in the outdoor area. Some children are beginning to write their own name. They are introduced to simple phonics and are beginning to recognise the sounds of letters, through use of alphabet phonics and word games.

Children are beginning to count and use numbers. They count reliably to 10 and above as they count in everyday situations, such as counting the legs on a picture of an octopus and counting the lollipops they have drawn. They have opportunities to develop simple calculation skills through number rhymes such as 'Five Speckled Frogs' and through staff questioning at small group time, such as, 'How many more cards do you need to cover?' when playing Lotto. They are beginning to learn about measurement as they try to guess how many scoops will fill containers in the water play and they compare the size of their hand and foot prints. Children are learning about the environment. They explore the natural world through observing the

changes of seasons, for example, collecting leaves in autumn and growing sunflowers in the summer. They talk about the weather at registration time and they go on trips to the farm and enjoy visitors who bring in snails and spiders for them to observe. Children competently use computers and are able to negotiate around the screen and change the programmes they wish to use. Children are beginning to learn about healthy living through topics and discussion, although their knowledge and understanding of health matters are not always promoted well with regard to the importance of self-care and good hygiene. Their imagination is well developed as they play in the 'hospital' pretending to be doctors and patients. Children learn and join in with songs and nursery rhymes and they have regular opportunities to play with musical instruments. They enjoy mixing their own paint and are learning how to add the right amount of liquid to obtain the correct consistency.

Helping children make a positive contribution

The provision is satisfactory.

Children and babies enter the setting confidently. Children have their own named pegs and older children collect their name card and put it on the registration board to show that they are present. This helps to foster a sense of belonging. Children enjoy positive relationships with the staff and with each other. They benefit from being cared for as individuals, with their different needs acknowledged and valued. Babies and toddlers receive individual attention and are given lots of cuddles. Children's confidence and self-esteem are developed by staff with good use of praise and encouragement. They are rewarded for their good behaviour and effort with stickers on their achievement board and stars on the star chart for younger children. They see their creative work displayed around the room which tells them their work is valued. Young children are involved in making some choices about their play, as they choose from activities and resources that staff have put out. However, in some areas children's choice is limited as toys are not changed to give variety.

Children generally behave well in response to clear boundaries set by staff. They are learning to share and take turns with equipment, for example they share the dressing-up clothes and take turns on the bikes. Children are encouraged to be kind to each other and they have good manners. Children's spiritual, moral, social and cultural development is fostered. They are beginning to learn about the wider world through planned activities and celebrations such as Chinese New Year and Diwali. They also talk about the places they have visited on holiday. Staff generally ensure that the resources positively represent individuals from the wider community. This helps children develop a positive attitude to others. However, this is not consistent and some staff do not understand the importance of helping children to understand and value people's differences and similarities.

All children benefit from the positive relationships staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents receive written information on how the setting operates and can talk to staff at any time. Parents are informed about their children's development assessment records and can see them at any time. They are invited to make comments and add any observations they make of their children at home. They are invited to parents' meetings to talk to their key worker which means they are informed of their child's progress. Currently there are no children with learning difficulties and/or disabilities or children who speak English as an additional language attending the setting, but staff have past experience and ensure that they work with parents and other professionals to meet each child's needs.

The partnership with parents of children who receive early education funding is satisfactory. They receive information on the educational programme provided for their children and they are kept well informed of current topics and events through regular discussion and newsletters. The consistency is further advanced by staff recording activities and learning intentions on noticeboards; this ensures parents are informed about what their children have been doing whilst attending. Parents are invited to add to children's assessments by making notes of what their children do at home which are then added to their achievements. Parents are invited to access their children's developmental records whenever they wish and are invited to discuss their child's progress at consultation meetings.

Organisation

The organisation is inadequate.

Not all necessary safety and hygiene procedures are in place to support children's care and welfare and this compromises children's general well-being and safety. Children are generally cared for by staff who have relevant experience and qualifications. Most staff demonstrate an understanding of the needs of all children to promote their well-being. There are suitable recruitment procedures which ensure that staff are appropriately vetted and there is a suitable level of qualified staff who work with the children. Staff ratios are generally maintained to offer support to children. There is a key person system in place, however, it is not fully implemented to provide consistent care for babies and young children as staff breaks continually interrupt the routine. There are clear systems in place for recording accidents, medication and attendance records. Detailed policies and procedures generally work in practice to keep children healthy and safeguard their welfare. Children are familiar with the routine and are comfortable and at ease in the setting. All staff have received an induction into the group's policies and procedures. However, this is not always fully implemented as new staff have not had the opportunity to practise the fire drill nor are fully aware of the child protection procedures.

The leadership and management of the early education provision is satisfactory. Staff have a sound knowledge of the Curriculum guidance for the foundation stage which ensures the educational programme is generally delivered appropriately. Staff work well together as a team and are supported with regular meetings, supervision sessions and appraisals. The staff are encouraged to attend relevant training courses to update their knowledge and understanding of childcare issues. The manager takes an active part in the setting and is trying to develop good practice. However, children's progress is potentially restricted as staff do not plan for the differentiation of abilities. Job descriptions and staff rotas give staff a clear understanding of their roles and responsibilities and how they are to be deployed throughout the day. Space and resources are well organised which enhances children's play and learning. For example, the home corner is changed regularly and made attractive and interesting to encourage children's interest.

Overall, children's needs are not met.

Improvements since the last inspection

At the last inspection the nursery was asked to: ensure child protection policies fully reflect regulations and members of staff implement appropriately; ensure accident records are consistently maintained with all relevant detail recorded; continue to develop methods of obtaining information from parents regarding their child's starting point and the sharing of ongoing progress.

To address this the setting have revised the child protection policy to comply with changes in legislation, however, some staff are not fully aware of its content and how to implement effectively so this is carried forward to this inspection. The accident records are completed consistently and contain all the required details; this means parents are fully informed and children's welfare is promoted. Suitable methods are in place for obtaining information when children start the setting and when they move into other rooms in the nursery to find children's starting points. Staff share children's records with parents on a regular basis to ensure they are fully informed of their child's progress.

At the last early education inspection the nursery was asked to: ensure the children consistently have opportunities to use the full range of resources to progress their learning. To address this the setting have reviewed the organisation of rooms and resources to ensure that children can access all resources and activities. Children are encouraged to spend time in each area and to self-select toys and equipment; this helps to develop their independence skills and means they are motivated and interested in the activities to help their learning.

Complaints since the last inspection

Since the last inspection there has been one complaint received by Ofsted. Concerns were raised regarding insufficient staffing, children's safety in relation to heating equipment and the completion of accident records. These concerns relate to National Standard 2: Organisation, National Standard 6: Safety and National Standard 7: Health.

In order to investigate these concerns an inspector made an unannounced visit to the setting. The inspector interviewed staff, made observations of the premises, reviewed documentation and discussed policies and procedures. As a result of the evidence gathered an action was set under National Standard 6: Safety and National Standard 7: Health. All the information gathered has been reviewed by Ofsted. Ofsted can confirm the registered person 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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- ensure that the fire safety equipment is in good working order and that fire drills are practised to ensure that staff know how to evacuate the building in the event of an emergency

- ensure that all staff are aware of the Local Safeguarding Children Board procedures and their responsibilities for reporting concerns and the procedures to follow in the event of an allegation made against a member of staff
- ensure that all areas of the premises are clean with regard to equipment and carpets
- ensure that all staff are aware of the importance of good hygiene practice to prevent the spread of infection.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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 system of planning and assessment to provide challenge for all children
- continue to develop procedures for children to learn about self-care and the importance of staying healthy.

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