

# Carr Manor Nursery (Walton-Le-Dale)

Inspection report for early years provision

---

**Unique reference number**

EY369599

**Inspection date**

29/10/2008

**Inspector**

Joan, Patricia Flowers

**Setting address**

St Patricks Place, Walton-Le-Dale, Preston, Lancashire, PR5  
4HN

**Telephone number**

01772 888066

**Email**

mark@carrmanor.co.uk

**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Carr Manor Day Nursery (Walton-le-Dale) became re-registered in March 2008 having been in operation under a previous owner since 1999 on this site. The nursery building is of single storey construction and is located in the Walton-le-Dale area of the South Ribble district of Lancashire, a short distance by car from Preston City centre. There are currently 102 children on roll aged from birth to five years. This is in accordance with registration on the Early Years Childcare Register. The setting welcomes children with a special educational need and English as an additional language. Partnership with other early year's settings will be developed according to the individual needs of children attending. Opening hours are between 07:30 and 18:00 during weekdays for 51 weeks each year. Children attend for a variety of sessions both full-time and part-time. There are 22 staff employed including an experienced and qualified manager. The majority of other staff are also qualified. The setting supports staff and students who are working towards a childcare qualification. Professional support and development is accessed from the Local Authority Sure Start childcare consultancy.

## Overall effectiveness of the early years provision

Children are supported within the setting generally well because staff attend to children's routine needs in most instances aided by ongoing assessments and liaison with parents, although partnership in the wider context is presently under-developed. The setting strives for improvement through evaluation of the premises, staff and resources so that continuous improvement is progressed through in-house self-evaluation that includes all staff. A fully inclusive environment and learning experience is being developed so that every child's unique welfare and learning needs can be routinely met, however staff's weak knowledge of the early years foundation stage impacts overall on the effectiveness of the learning environment.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- take steps to improve staff's underpinning knowledge of the Early Years Foundation Stage
- revise the safeguarding policy to include procedures to be followed in the event of an allegation being made about a staff member or volunteer.

To fully meet the specific requirements of the EYFS, the registered person must:

- assess the risks to children in relation to the fire exit and the possibility of children leaving the premises by this route unsupervised together with the removal of debris along the escape route, and prevent access to the staff room by children.

08/12/2008

## **The leadership and management of the early years provision**

The management team are working to secure a stronger staff base so that staff's knowledge and understanding of the requirements of the Early Years Foundation Stage can be fully implemented. This will ensure that learning outcomes for all children are improved so they can achieve as well as they can. Levels of seniority amongst the childcare team are being developed so that every child receives the same quality of care and education. This indicates that the management team has a clear vision for the future of the provision and a commitment to continual improvement. Whole staff group training has been arranged to address an immediate training need of the setting, thus ensuring that every child is included and protected. Self-evaluation has been undertaken to some extent but is incomplete. It has, however, led to improvements in the physical environment and resources. As a result, a better care environment exists in which children are generally safe, stimulated and happy.

The setting works well with parents but links with other organisations are under developed. There is a flexible settling in process during which children, parents and staff have time to get to know each other. Parents are shown and have continuous access to the settings policy file containing a wealth of information. Daily written and verbal communications with parents and carers takes place so that beneficial partnership working is developed. Key workers use information from parents as a basis for each child's continuous development and progress. They plan activities that are appropriate to each child's learning styles and all round needs. This ensures all families are included and the staff gain important knowledge so they can support children's growing needs.

Safeguarding of children is addressed in key written policies that all staff have knowledge of. However, some required information is incomplete resulting in gaps in vital information within this working document. Robust recruitment and selection procedures are effectively used to ensure staff are suitable and have the required skills and attributes to work with children. Safety issues are identified through the maintenance of daily written risk assessments of the immediate environment. However, children's unsupervised access to the fire exit at the rear of the premises and the staff room have not been identified as a risk thereby children's safety is compromised.

## **The quality and standards of the early years provision**

Generally, children are actively engaged in meaningful activity throughout the day in their groups. Not all staff working with the children seizes opportunities to extend children's learning during everyday play activities. The physical environment is organised to promote access to the different areas of learning, allowing children to select resources from well-ordered child-level storage. Children are very settled, and join in enthusiastically with planned and spontaneous activities, such as, having stories read to them. Children progress satisfactorily in

all areas of learning; however, everyday events are not always sufficiently used to develop understanding in some curriculum areas. Planning links directly to the children's individual learning profile. Regular and ongoing assessment is an integral part of the planning systems used and parents feed into this through the home-link books, or daily record sheets. Children's home experiences, such as going into hospital or going on holiday, for example, are incorporated into the role-play area. Activities are organised so children who have additional needs can take advantage of available learning experiences. A large shallow tray containing dry sand, for example, allows easy access to this exploratory play for children with mobility and learning needs. Babies are afforded opportunities to develop their growing physical skills and move around in various ways. This is aided by staff and the many support resources children can access, encouraging them to explore their environment as they, for instance, crawl into the tent or explore the Halloween role-play 'cave'. All children have opportunities to express themselves creatively through art, making models, music and dressing up. Babies enjoy exploring and using their senses to learn about how different fabric textures feel and enjoy playing with water and sand as well as malleable materials like gloop and clay. Babies are interested at smelling the nursery made sensory pots with different aromas of mint and cinnamon to promote their early learning experiences.

Children learn to keep themselves safe through gentle reminders from staff to walk carefully when moving through other areas as they go out to play. Children have regular opportunities to practice the fire drill procedure to allow them to become familiar so they can evacuate safely. Children are learning the importance of staying healthy through eating healthy snacks, taking part in regular physical activities both in and out of doors and washing their hands at appropriate times of the day. The organisation of group snack times is not always effective in every group area. Some children are allowed to leave the table with food in their mouth and some snacks were served straight onto the table, compromising children's health and safety. Hygiene procedures at nappy change times are robust but routine sometimes override children's individual needs, resulting in them waiting too long to be fed. Individual sleep routines for babies are maintained but not all children are covered whilst sleeping in cots. Outdoor activities occur every day but staff are quick to bring children inside if it starts raining despite them having some waterproof clothing and footwear. Babies however, are not always taken outside every day, so access to fresh air and sunlight is limited.

Children are settled and content at the setting and enjoy close and caring relationships with the adults who care for them. Children's social; development is encouraged and they enjoy freedom of choice and look forward to the planned activities that children were eager to talk about. They were especially excited about the theme of Halloween as they dressed in costumes and helped to prepare a pumpkin lantern. Children are learning to behave well and relate positively to adults and peers alike. Three older children collaborated for an extended time making suggestions and adjustments until the ladder was fixed to the toy fire engine. Every child's abilities and individuality are recognised. Staffs learn key words in other languages to aid communication and are developing knowledge of Makaton sign language.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since 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.