

Carlton House

Inspection report for early years provision

Unique reference number EY375730
Inspection date 05/01/2009
Inspector Elaine Murray

Setting address Yew Tree Farm, 38 Thingwall Road, Irby, Wirral, CH61 3UE

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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

Carlton House Nursery at Treetops, is one of 20 settings owned and managed by Treetops Nurseries Limited. It was registered in 2008 and operates from three buildings, in the grounds of Yew Tree Farm, in the Wirral village of Irby. A maximum of 98 children in the early years age group may attend the nursery at any one time. There are currently 64 children attending, who are within the Early Years Foundation Stage (EYFS). The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year, with the exception of bank holidays. All the children share access to secure outdoor areas. The nursery supports children with disabilities and children who speak English as an additional language. The setting employs 16 members of staff, including the manager. Of these, 10 staff members hold appropriate early years qualifications and a further three staff are working towards a qualification. The nursery receives support from an early years advisory teacher.

Overall effectiveness of the early years provision

Staff have very positive relationships with children and they provide a warm, welcoming environment in which children's welfare and learning are effectively promoted. Children enjoy their time at the nursery and they are happy and settled. Managers are committed to continuous improvement and they have made changes, to effectively improve the quality of the provision since registration. Staff work well to meet individual needs and children with additional needs are well supported. All children are valued and positively included, but differences in children's home languages are not always effectively acknowledged. Staff work well with parents, to meet children's individual needs and they have begun to establish links with other providers of the EYFS.

What steps need to be taken to improve provision further?

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

- ensure that children's linguistic diversity is valued and take steps to provide opportunities for children to use their home language in their play and learning
- take steps to ensure a regular two way flow of information with other providers caring for children in the Early Years Foundation Stage

The leadership and management of the early years provision

An effective key worker system, ensures that staff know children well and they are able to meet their individual needs. Parents comment that they know who to talk to about their child and that their children are happy and secure. Effective systems of sharing information with parents, through daily talks, sharing children's learning journeys and daily diary sheets, ensures that children's needs are met. Links with

outside agencies and effective systems for observing and assessing children's progress, ensures that children with additional needs are well cared for and supported. The setting has links with the schools to which children transfer and has begun to establish links with other providers of the EYFS. However, at present there is no clear system, to ensure a regular two way flow of information with these providers. Detailed policies and procedures work well, to meet children's needs and records are accurately maintained.

Managers have introduced effective systems of self evaluation, which means that areas for improvement are identified and acted on. Managers have completed the Ofsted self evaluation form, taking into account the views of staff. The setting has made good improvements since registration. For example, systems for planning for individual children have been developed, which has had a positive effect on the quality of children's learning. Managers have clear plans for further improvement.

Children are protected, as staff have a good knowledge and understanding of the signs and symptoms of abuse and they are familiar with the procedures to be followed. Staff have attended recent training in this area, to update their knowledge and understanding. Effective systems are in place to protect children's safety. Staff carry out daily safety checks in each room, which highlights any potential hazards. Swift action is taken to remedy any issues identified. Written risk assessments are detailed and reviewed regularly. Children's health is protected, as the majority of staff hold a current first aid qualification and several staff have recent training in food safety and hygiene.

The quality and standards of the early years provision

The nursery has a calm, relaxed atmosphere. Children respond well to the staff's positive and warm approach and they are happy and settled. Babies are held and talked to. Children show growing confidence, as they talk to staff and share jokes. They display a high level of personal independence, as they serve their own lunches. Babies benefit from the stimulating environment, provided by their newly refurbished accommodation. They confidently explore the broad range of resources at their height and they show fascination, as they explore brushes in a treasure basket and the texture of wet and dry sand.

Children are well motivated, as staff skilfully follow their interests in learning. For example, children's curiosity about frosty spiders webs outside is developed, with children exploring the webs, making their own spiders and webs, using netting and sewing, counting how many legs spiders have and listening to a story about a spider building a web. Staff question children effectively to encourage them to think. For example, when sharing a birthday cake, children are encouraged to think how many slices will be needed, for each child to have one. Children show good language skills and imagination, as they create scenarios during construction play. They happily make a hotel with various rooms and then change it to a dragon with horns and a secret compartment. Children show a keen interest in books, as they select books to look at independently. They enjoy and they are involved in a story about animals, excitedly joining in with making animal noises, as part of the story. Children show curiosity and excitement, as they discover that the water in the

outdoor tray is frozen. They explore touching it, discussing how it feels and later explore what happens, when they put sand and paint on the ice.

Staff have a good knowledge of the EYFS learning and development requirements. They know the children in their care well and make regular observations of children's learning. Staff work well with parents, by encouraging them to share their observations of children's learning at home. These observations are effectively used, to plan children's next steps. As a result, children make good progress in their learning. For example, staff adjust the room layout and develop plans to encourage babies to learn to walk, when parents and staff note that babies are ready to progress to this milestone.

Staff promote a positive attitude to diversity, through making good use of the broad range of resources, reflecting different cultures and disability. For example, children's self chosen play with play figures reflecting diversity and a toy guide dog are used, to promote discussions to develop children's awareness. All children are positively included in the activities provided. Boys and girls interests are followed and used in planning, for example, activities are planned around construction play, after noting that boys have particular interest in this area. Children for whom English is an additional language are effectively encouraged to learn English. Staff support children, by providing labels around the room in the child's home language. However, they do not provide sufficient opportunities for children to develop and use their home language in their play and learning.

Children show a good awareness of hygiene procedures, as they proudly show that they have washed their hands before snack time. Children are provided with a range of varied and nutritious snacks and meals, including fresh fruit and vegetables. They learn about the importance of healthy eating, as staff talk to them about, for example, the benefits of eating fruit and how milk contains calcium to help their growth. Children develop a good understanding of how to protect their own safety. Children regularly practice the fire evacuation procedures and they know not to build a wooden block tower too high, because if it falls they may be hurt. Children behave very well. They are familiar with the routines of nursery and they are effectively encouraged to share and take turns.

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

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 3 |
| How well are children safeguarded? | 2 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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

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.