

# Carlton & Gedling Day Nursery

Inspection report for early years provision

---

**Unique reference number** 253188  
**Inspection date** 14/01/2009  
**Inspector** Susan Riley

**Setting address** 37 Gedling Road, Carlton, Nottingham, NG4 3FD

**Telephone number** 0115 9617083

**Email**

**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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Carlton and Gedling Day Nursery opened 1984 and operates from a large detached property. The nursery is situated between the village of Gedling and Carlton in the county of Nottingham. The nursery is one of four privately owned day nurseries. A maximum of 62 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 all year round, with the exception of public holidays. All children share access to a secure enclosed outdoor play area and indoor soft play room. The children access rooms on the ground and first floor of the building. The ground floor is accessible to all.

There are currently 86 children attending who are within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery also offers out of school and holiday care and collects children from local nurseries and schools. Children attending the nursery come from the local and wider communities. The nursery employs 17 members of staff. Of these, 12 hold appropriate early years qualifications and eight are working towards a further qualification. One staff member holds the Early Years Professional Status. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

## **Overall effectiveness of the early years provision**

Children are settled, happy and their individual needs are well met. Most staff create a welcoming, homely and comfortable atmosphere in which children are equally well cared for and have many opportunities to succeed. They provide a curriculum which takes into account and responds to, most of the children's developmental needs and their interests, which allows them to make steady progress related to their differing abilities. The staff promote inclusion throughout the whole nursery. Staff, with the views from parents, use self-evaluation as a tool to continually improve the provision for children.

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

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

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs, with reference to the children in the upstairs pre-school room.

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

There are good systems in place to ensure all the required policies and procedures are in place for the safe and efficient provision of the Early Years Foundation

Stage. The nursery is well organised with all documents and has an efficient approach to maintaining all documentation. Children are well cared for by appropriately qualified staff. The whole staff team are committed to the improvement of the service and to the care and learning of the children. They continue to access ongoing training and this helps to ensure all children's individual needs are met. Staff are vetted and the nursery has a thorough recruitment process in place. Risk assessments are used effectively to identify and minimise risks to children. Children are protected as most of the staff are fully aware of safeguarding issues.

Effective monitoring systems are in place and this includes all staff and parents. Through discussions and suggestion boxes, the parents and staff are able to comment on the strengths and weaknesses of the nursery. The nursery has taken positive action from comments made by the parents. For example, every newsletter has a comment part at the end so that parents can make their own suggestions, this idea came from a parent. The manager also spends time in each room daily, to monitor the staff and the provision for children to ensure it is of good quality. The nursery has a new staff member in the pre-school and they are not currently fully aware of all systems. However, the nursery has suitable induction and support systems in place to help new staff be aware of the daily running of the nursery. There is a suitable staff appraisal process in place. Inclusive practice is well promoted, in that children have their welfare needs met and achieve as well as they can, regardless of background. There are good effective links with parents and other support agencies to promote the care and learning for each child. Information about the children's needs and progress flows well between home and nursery, for example, through the use of the written daily diaries and discussions. The nursery has good links with other providers to ensure the continuity of learning for each child.

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

Children enjoy themselves at the nursery and make good progress in all areas of their learning and development because most staff have a clear understanding of their interests and abilities and use this information appropriately. Most staff plan the indoor and outdoor environment to offer a wide range of activities that engage most children and allow them to initiate and extend their own learning. Outdoor play is encouraged daily for all children, as they have a covered area for access in all weathers. Children develop a range of skills such as being able to work cooperatively with others, to share resources and to persevere with difficult tasks. The older children play cooperatively together and have definite friendship groups in place. For example, two children in the home corner situation, discuss their intended roles together prior to imitating the known adults' roles. The staff offer lots of praise which in turn raises children's self-esteem.

Most staff plan for an effective learning environment for the children in their care. Most children are observed and staff plan and implement their next steps to help them to achieve to their full potential and reach all goals within the curriculum. Detailed assessments are in place and these build a picture of the individual child. The nursery has a Special Educational Needs Coordinator (SENCO). Her work

enhances the inclusion policy of the nursery. It ensures learning difficulties can be identified early and that individual children get the support they need to make progress. Children's welfare is enhanced because staff ensure that their individual needs are met. Babies sleep according to their own sleep patterns and needs. Meal times are social occasions for all children. The menus provide children with a range of healthy foods. Meals are prepared on the premises using fresh ingredients whenever possible and take account of children's dietary needs. The children help themselves to drinks as they become thirsty. This promotes their independence. All children are learning good hygiene routines. Children develop awareness of safety and learn to be considerate of others through their play. For example, children in the toddler room tend and care for their baby dolls as they sit them in highchairs and pretend to feed them. Children behave well and use their manners appropriately. The younger children are encouraged to use their manners.

Most staff respond well to the children, they talk to them and actively play and have fun with them. The babies laugh and giggle as the staff show them how a toy works. Older children concentrate as they use stickers to make their own pattern of a wall. They use their small muscles to carefully peel the stickers off and then place them precisely onto the paper. Most staff support the children very well, they are there for them, but are aware of when to stand back and let the children try for themselves offering encouragement and praise. The new covered outside play area is a great strength for the nursery. Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development. Children sit outside and have fun making lovely music as they play the instruments. The children enjoy singing times and eagerly suggest songs to sing and join in with the actions. Older children demonstrate their awareness of size as they group the shells according to their size and make patterns with them in the sand tray. The younger children use their listening skills to listen to the crunching sounds as they wheel their road making vehicles over the cereal flakes and granules. All children develop their physical skills as they play and move in many different ways in the soft play area.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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 the last inspection.

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.