

Carlton PDN (2)

Inspection report for early years provision

Unique reference number	206091
Inspection date	16/04/2009
Inspector	Justine Ellaway

Setting address	Maxwell Avenue, Allestree, Derby, Derbyshire, DE22 1GQ
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Type of setting	Childcare on non-domestic premises
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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 Private Day Nursery (2) is privately owned and is one of two nurseries owned by the same provider. It opened in 1994 and operates from a purpose built building in Allestree, Derby. The nursery is open each weekday from 07.30 to 18.00 all year round. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 90 children may attend the nursery at any one time. There are currently 72 children on roll, 69 of whom are within the early years age range. The nursery currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 14 members of staff, 13 of whom hold appropriate early years qualifications at NVQ Level 3. One member of staff has recently achieved a Foundation Degree in Children and Young People's Services. The setting provides funded early education for three and four year olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The inclusion of each child is secured through thorough planning and support to ensure that their needs are met. Children make good progress in their learning and development and their welfare is soundly promoted. Positive relationships with parents are being developed to promote consistency of care and partnerships with other settings are developing. Systems to reflect and evaluate are detailed and bring about positive improvements for the children who attend.

What steps need to be taken to improve provision further?

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

- develop further systems that maintain a regular two-way flow of information with parents and between providers
- review the indoor environment so that it contains resources which are accessible for all children.

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

- ensure that permission is requested at the time of placement to the seeking of any necessary medical emergency treatment or advice (Safeguarding and promoting children's welfare).

08/05/2009

The leadership and management of the early years provision

A positive, enthusiastic and friendly staff team work very well together to positively influence the outcomes for children. They continually communicate with each other during the day to ensure that children's needs are met. A commitment to improve knowledge and skills means that training needs are frequently identified to meet both the needs of the setting and of individuals. The Manager also formally observes staff and undertakes appraisal to identify good practice and any further support. Systems to evaluate and reflect on practice involve both staff and parents and are detailed and identify relevant areas for improvement. Recent changes to the outdoor area for the pre-school means that children can participate in interesting and engaging activities that cover all six areas of learning whilst playing outside.

All staff are familiar with and consistently follow procedures to promote consistency of care. Good hygiene is promoted, for example, at nappy changing times. Unannounced audit checks allow the management team to ensure that standards are being maintained. Sound procedures are in place to promote children's safety. Staff have an appropriate understanding of safeguarding issues and what they would do if they had any concerns about the children who attend. Daily checks are undertaken of the premises before children begin playing. Detailed risk assessments are in place for the premises and outings as well as specific ones to ensure the inclusion and support of all children. All but one of the appropriate records are maintained to promote children's good health. Whilst the setting has sought permission from parents regarding the care of children in a medical emergency, the wording has not been clearly detailed to confirm this covers the seeking of any necessary medical emergency treatment or advice.

Recent changes to how the nursery communicates with parents means that information is displayed throughout the nursery. Parents are encouraged to comment on the quality of care in the regular questionnaire and to make suggestions at any time. Some parents have looked at and commented on their child's development file to support and extend children's learning at home. The setting has begun to work on a system to develop relationships with other settings that children attend, which is in the early stages.

The quality and standards of the early years provision

Children make good progress towards the early learning goals. Staff promote a positive, caring environment where children are keen and motivated to join in play. Staff throughout the nursery are effective at interacting with children and promoting their learning and development. Good use is made of children's interests as well as discussion, questioning and explanation to support children's learning. For example, a child finds a skeleton leaf outside and a member of staff successfully extends this into an activity where the child is investigating, comparing and describing the leaf.

Planning is successful as it is based on each child as an individual. Staff plan

according to the child's stage of development and provide a balance of adult led and child led activities. Additional support is given to children when required, for example, children who speak English as an additional language. Staff spend time putting together additional resources to support their learning, for example, having cards and posters to support them in learning new words. A separate development file for each child gives clear evidence of what a child can do. Children have daily opportunities to play outdoors and are encouraged to choose what they want to do, promoting their independence. They engage in play for long periods of time, even very young children, and sometimes become engrossed in what they are doing. They play really well together, both in small and large groups and with children of different ages and are well supported by staff who give clear explanations of what is expected. As a result children learn right and wrong and show respect for both their peers and all adults within the nursery. They sit quite happily chatting to each other whilst they are playing. A varied range of resources are accessible to most children to promote their decision making.

Children frequently count and are encouraged to learn about colours through activities, such as recognising the colours of the bricks they are using to make a model. Older children mix paint so that they begin to recognise the affect this has on developing different colours such as brown and purple. Younger children develop their small muscle skills successfully as they grasp and hold toys and explore them with their hands. A baby investigates the shredded paper, holding a few pieces in their fingers and moving them to his palm and picking them up again. The older children become enthralled and have great fun with a giant ball, developing their large muscle skills as they try to roll, bounce, throw and catch it. Children of all ages enjoy being creative both through art and craft work and using their imagination in role play.

Children develop their self care skills as they are encouraged to do things for themselves. Younger children make good attempts to put on their own coats and shoes and pre-school children set the table for lunch. They are given clear and consistent reminders about safety and also learn about this through visitors to the nursery, for example, the local Police. Good opportunities are presented for children to develop an understanding of how things grow as they grow herbs, fruit and vegetables in the garden. This supports children learning about a healthy lifestyle as they talk about and eat the foods they grow.

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?	2
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 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.