

Carousel Day Nursery

Inspection report for early years provision

Unique reference number 402030
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Inspector Justine Leong

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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 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

Carousel Day Nursery opened in 1992. It operates from a converted bungalow in the centre of Billericay. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am until 6.30pm for 52 weeks of the year. Children attend for a variety of sessions.

The provision is registered by Ofsted on the Early Years Register and both parts of the Childcare Register. A maximum of 31 children under five years may attend the nursery at any one time. There are currently 75 children on roll, all of whom are within the Early Years Foundation Stage (EYFS) age range. Children live in the local area and surrounding villages and towns. The setting has strategies in place to support children with English as an additional language and children with learning difficulties and/or disabilities.

There are 12 members of staff. Of these, 11 members of staff hold appropriate early years qualifications and one is working towards a recognised early year qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff work well together to provide a calm and productive atmosphere in which children are happy and secure. Close working relationships have been developed with parents and carers, enabling a two-way flow of information to ensure children's welfare needs are consistently met. Staff plan and provide stimulating learning opportunities and children make good progress in all areas of learning. Staff spend valuable time getting to know children well and adapt their approach to meet individual needs. Honest self-evaluation enables staff to identify areas for development and further improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop assessment to consistently plan 'what next' for individual children and ensure they are sufficiently challenged to make as much progress as possible.

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

- obtain written parental permission to seek emergency medical treatment or advice for all children (Safeguarding and promoting children's welfare).

11/09/2009

The leadership and management of the early years provision

Comprehensive policies and procedures have been devised and these are consistently implemented in practice. Required written parental permissions have been obtained for most children, helping to ensure they are cared for in line with their parents' wishes. However, this is not comprehensive as parental permission to seek emergency medical treatment or advice has not been obtained for all children, potentially compromising health in the event of a medical emergency. Parents and carers are provided with good quality information about the early years provision; they receive daily information sheets detailing what their children have been doing and also receive informative newsletters. Regular parents evenings are held, enabling staff to share children's progress and achievements and providing valuable opportunities for parents and carers to become involved in their children's learning. Parents praise the care and education their children receive at the setting.

Children's welfare is protected and promoted as staff demonstrate a thorough understanding of correct procedures to follow if they have concerns about a child in their care. Staff have undertaken safeguarding training and a clear safeguarding policy is in place to effectively support practice. Robust recruitment and induction procedures ensure that children are well cared for by qualified and experienced staff.

Children are developing a good understanding of how to keep themselves safe as staff actively teach them safety rules. For instance, during craft activities, staff remind children to sit when using scissors and children confidently state that this will help to avoid accidents. Risk assessments have been completed, effectively identifying and minimising potential hazards to ensure the environment remains safe for children. The manager and staff are committed to further developing the setting and have completed detailed self-evaluation to identify areas for improvement.

The quality and standards of the early years provision

Children play and learn in a warm, welcoming and child-friendly environment, where they have ample space to move around. Staff constantly monitor children, helping to ensure they remain safe. Children are developing a good understanding of the benefits of a healthy diet; they sit together to share freshly prepared meals, such as roast dinners, fish and vegetables or jacket potatoes and enjoy a wide range of fresh fruit at snack time. Children's understanding is further enhanced as they plant strawberries and tomatoes in the garden and monitor their growth before sharing them. Robust hygiene procedures are followed and children are frequently reminded to wash their hands before eating or after using the toilet, ensuring they remain healthy at the setting. Children enjoy fresh air and physical activity as they access the safe and secure garden on a daily basis. They play happily together, developing good physical skills including balance and coordination as they climb, run and participate in ball games with staff.

Staff demonstrate a thorough understanding of how children learn and use their knowledge effectively to plan a broad range of interesting learning opportunities. Children enjoy exploring the outside area and develop good investigation skills as they play with a range of materials including rice, sand and water. Staff use effective questioning to extend children's thinking, for example, when eating ice-cream staff encourage children to think why it drips down into the cone and use appropriate language, such as frozen and melting. A successful balance of adult-led and child-initiated activities enables children to learn at their own pace whilst being supported when required. For instance, staff sit with children to complete a craft activity, sensitively supporting them to use scissors effectively. Children participate willingly in a wide range of creative activities and thoroughly enjoy using their imagination when painting, drawing or chalking in the garden.

Detailed planning ensures all areas of learning are covered equally and children make good progress towards the early learning goals. Staff monitor children's progress and complete developmental records to share with parents. However, assessments do not identify next steps in children's learning in order to ensure all children are consistently challenged and make as much progress as possible. Staff plan many activities based on children's interests, helping to ensure they remain motivated and interested to learn. Children benefit from valuable opportunities to work together to solve problems. For example, staff provide a range of shapes for children and encourage them to work cooperatively to design a house using the shapes.

Children are relaxed, confident and developing good self-esteem as they are listened to attentively and understand that their ideas are valued by staff. They have meaningful opportunities to learn about the wider world as staff actively teach them about different cultures and beliefs and plan activities to celebrate a range of festivals. Children have access to resources that are representative of diversity, including dressing-up clothes, books and small world toys. Staff are fully committed to inclusion and systems are in place to support children with learning difficulties and/or disabilities or those who speak English as an additional language. Children are actively encouraged to use simple sign language alongside speech, helping to improve communication and develop a good understanding of diversity. Staff are consistently calm, polite and respectful, acting as very positive role models for behaviour. As a result, children understand what is expected of them and behave very well.

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.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	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

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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