

Carousel Nursery School

Inspection report for early years provision

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Inspector

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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 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.

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Description of the setting

Carousel Nursery is one of two nurseries run by the owner. It initially opened in 1999 and moved to the current position in 2004, a purpose built annex over two floors. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. All children share access to a secure, enclosed, outdoor play area.

There are currently 37 children, aged from birth to the end of the early years age range on roll. Of these, 14 children receive funding for early education. The nursery is also registered to care for children on both parts of the Childcare Register, although there are no children in this age range on roll.

The nursery supports children with learning difficulties and/or disabilities and also supports those for whom English is an additional language.

The nursery employs eight members of staff. Of these, all hold appropriate early years qualifications to at least level 2 and some are working towards a higher qualification. The nursery has one staff member who has Early Years Professional Status (EYPS) and one member of staff on the Long Pathway to her EYPS. Two members of staff have Qualified Teacher Status. The nursery is currently completing a Quality Assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's safety and emotional security are given high priority at the nursery. Their individual welfare needs are ably supported in conjunction with effective discussions with parents. Promotion of the excellent quality of education and care ensures all children flourish and progress. The staff are extremely aware of the need to recognise and support the uniqueness of each child. Systems in place definitely ensure that progress continues to be made, to maintain the current high standards.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to encourage the involvement of parents in supporting their child's learning and in making contributions to the assessment process.

The effectiveness of leadership and management of the early years provision

A rigorous recruitment process and updating checks, such as those from the Criminal Records Bureau, help ensure the staff team are suitable to work with children. All related information is available and staff have a strong, up-to-date understanding of safeguarding children issues and are fully confident in being able to implement the safeguarding children policy and procedures appropriately. This ensures that necessary steps are taken to safeguard and promote the welfare of children. The risk assessment record is supported by daily checks where any issues or actions are clearly noted. In addition to keeping children safe, the nursery is committed to managing risk, enabling children to develop independence skills and learn to keep themselves safe. For example, the older children use real tools, with staff managing this in a safe and well-supervised way, as they start to learn how to use the hammer using golf tees in fruit. The security and safety of the premises is such that children have free-flow to the outdoor areas as well as rooms indoors. The baby floor is secure and clean with ample floor space for babies and toddlers to move about in. All the required records and documentation for the efficient management of the setting and meeting of children's welfare needs, are in place.

A high level of qualified and knowledgeable staff means that children are consistently well-supported in their learning and development. The extremely thorough and reflective Ofsted self-evaluation form is supported by excellent practices throughout the nursery. Furthermore, the nursery are undertaking a quality assurance scheme to assist in their own evaluation of the nursery. This has proved extremely useful in the setting of action plans and involved the staff in developing the nursery further. An innovative project has been the Forest School, where the pre-school children currently visit a local wooded area and gain experiences to enhance their learning in a natural setting. The staff use excellent skills to encourage all children to develop concentration levels and many show sustained involvement. Each child has their next steps identified and supported extremely well. The planning is purposeful but flexible, consistently based on children's interests as well as the observations and assessment by key persons. Recent systems monitor children's steps towards the early learning goals. These processes help ensure the progress of all children and will quickly identify if any particular individual or group of children is not being supported, as well as they need to be.

Very strong relationships are in place with parents, who receive very clear information about the nursery practices and procedures. They meet with their child's key person and are made fully aware of children's next steps in their learning. The learning journeys are regularly shared and as a result, parents know how well their child is progressing. The learning journeys are evolving to ensure this information is clear and shows how children learn as they play. Partnerships with others are supportive within the nursery, with meaningful systems in place to support individuals, to ensure their continued progress is valued and met. Home to nursery contact books are completed daily by the staff, giving parents a wonderful and individual picture of their child's day. Parents are invited to make comments on their own child's progress and achievements; these are valued by the nursery.

The quality and standards of the early years provision and outcomes for children

Staff know the children and particularly their key children extremely well. They talk enthusiastically about them and their ongoing progress. Identified next steps accurately link to the planning and demonstrate how children's own interests are incorporated. Staff then take these interests and use them to support learning across the six areas. For example, a group of children playing superheroes with a member of staff includes discussions about values, good behaviour and healthy eating.

The high quality adult interaction and excellent organisation of routines, both at the nursery and from home, help babies and young children gain an exceptionally strong sense of security. Babies and toddlers babble away as they communicate or play. This helps create a very friendly and homely environment. Equally, the rest of the nursery has a very relaxed and welcoming feel. The child-centred nursery and attentive staff develop inquisitive and motivated children, who show they are active learners. The close bonds between adults and children result in children being very content and happy.

Children's communication skills are actively promoted and the use of visual signs or Makaton ensures all children are heard. A particular strength of the nursery throughout, is the accessibility of an extensive range of excellent resources, enabling the youngest mobile child the opportunity to make their own choices about their play. For example, a young toddler wanders to the shelves and begins to bang a saucepan she has found, a member of staff ensures she can access the rest of the resources where she spends a joyous few minutes banging different sized pans with a whisk or a wooden spoon. Another child is seen to 'dance' alongside. The range of alternative materials and resources to man-made toys is exceptional throughout the setting. These create a whole new tactile experience for babies and children. This follows through to the outdoor play areas. Where, in addition, there is a well-resourced art/craft and mark making trolley, as there is indoors. All toddlers and children are encouraged to mark make, with their individual learning styles supported, with perhaps clip boards for some, crayons and paper or painting. Another particular strength is the range of media that all children get to investigate. For example, babies mixing flour to a play dough mix, playing with jelly or finding objects in a bowl of shredded paper. Outside, the children explore cooked spaghetti, play with the sand and water, making good use of the available items. For example, to dig or watch water poured down a pipe. The area of problem solving and numeracy skills had been identified as a weaker area in the past. The nursery were proactive in developing some exciting ways to encourage skills in this area. The strong expertise of the staff ensures that other areas of learning are also supported in an activity. For example, using a programmable bee children are learning letter sounds, letter recognition, number skills and using technology. Furthermore, the activity necessitates that the children listen, follow instructions, take turns and share.

Children feel safe and learn the importance of a healthy lifestyle. They have easy,

ready access to drinking water and fruit during the day, in addition to balanced nutritious snacks and their packed lunches. The staff share information with parents to promote healthy lunch box options and have seen an improvement overall. Children have great independence as they are fully encouraged to do things for themselves, a secure knowledge of the nursery routines enables them to have some control over what they do. Children are seen going outside by themselves, accessing their coats and boots or shoes. As children come in, most hang their coat up and all place their outdoor footwear in the basket. All in all, it is an extremely happy place where children are fully supported by warm and caring staff to reach their potential.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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