



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 508960**

**DfES Number: 594776**

### **INSPECTION DETAILS**

Inspection Date 31/03/2004

Inspector Name Sue Taylor

### **SETTING DETAILS**

Day Care Type Full Day Care

Setting Name Carousel Nursery School

Setting Address 1 Westmoreland Close  
St. Leonards-on-Sea  
East Sussex  
TN38 9LF

### **REGISTERED PROVIDER DETAILS**

Name Mrs Amber Richardson

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Carousel Nursery School opened in 1999. It operates from the ground floor of a large detached property in a residential area. The children have access to a number of rooms during the day with use of three garden areas.

The nursery is registered to provide 30 places for children aged from 2 years and under 5 years, this includes funded three and four-year-olds. Children attend a variety of sessions each week.

The nursery opens five days a week from 8:00am till 6:00pm with sessions available, within this.

Full and part time staff work with the children. The majority have early years qualifications or are currently attending training.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Carousel Nursery School provides nursery education that is acceptable and of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Clear planning links to the six areas of learning and shows a good knowledge of the early learning goals. All staff are involved in the planning of activities and regularly share their knowledge of children's individual needs. The staff extend children's learning appropriately. They ask good questions, allowing time for children to respond, to say their own thoughts and try things for themselves. Assessment is used effectively and informs future planning. There is a stimulating learning environment both indoor and out, that reflects the wider community.

The leadership and management is very good. The owner is very committed and with the staff's support is continually developing the nursery. Meetings are used effectively to monitor the planning and to ensure children's individual needs are met. Staff's development needs are identified and followed through. Clear procedures and routines are in place.

The partnership with parents and carers is very good. They share what they know about their child, particularly when they start. Parents are very involved in knowing about their child's day. They receive detailed information about the nursery and the curriculum. They are actively encouraged to be involved in their child's learning and with the nursery.

### What is being done well?

- The use of the outdoor areas as stimulating environments, that are used regularly to extend children's learning. Their physical development is enhanced with the equipment that includes opportunities for climbing, swinging and sliding, as well as moving on a range of surfaces such as pebbles and grass. They can choose from activities that help create imaginative play and explore the natural world.
- There is a wide use of different textures in their arts and crafts. Children have the chance to make their own choices about design and explore how different materials can mix. A recent activity saw children creating fantasy shoe decorations that were then displayed.
- Children are encouraged to use all of their senses in play and during led activities. The outdoor areas are used well to create sensory exploration with fragrant plants, different surfaces and activities such as melting ice and well resourced water trays.
- The involvement of parents and carers is taken seriously. They are informed about the current topic with ideas for home activities. Home contact diaries

ensure clear communication, keeping parents and carers informed of any relevant details about their child's day. They are able to involve the nursery in areas they feel that their child needs support.

#### **What needs to be improved?**

- the use of children's name cards, pens and paper
- the use of mathematics in everyday situations.

#### **What has improved since the last inspection?**

At the last inspection the nursery were given a point for consideration. They were asked to look at providing more varied opportunities for the children to recognise and use numbers to ten and beyond.

The action plan shows how this has been met effectively and well with the use of number squares amongst other mathematical resources throughout the nursery. There are varied opportunities for children to understand that numbers extend beyond 10 through rhymes and displays, as well as with planned activities. Some children showed an understanding of numbers higher than ten. Activities are linked to the children's individual learning needs and extended as necessary.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show very good levels of involvement in self-chosen activities and those with adult support. They behave very well, the children have clear ideas about acceptable behaviour. They relate positively to adults, forming friendships with other children. They are generally able to manage their own personal hygiene and develop independence. All children are confident, with some talking about their lives outside of the nursery. Children with special needs are well integrated into the group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well, some are very clear speakers. They question why things happen and express their own ideas. They are beginning to recognise the initial sounds of words. They use books well. Some children are beginning to retell parts of a story in drawings and play. They are used to giving meaning to pictures and marks, with these recorded on pictures by the adults. Some children are writing good letter shapes. Limited free use of name cards, pens and paper hinders development.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are using mathematical language in their play, using words such as big, small, more and less. They willingly count up to ten, some counting further. They are recognise some numerals. Most are beginning to learn simple addition and subtraction such as knowing that 8 is less than 16. Most are able to use positional language with understanding. They show much interest in construction and measuring. Everyday situations are not always used to enhance learning opportunities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children show great interest in why things happen such as when watching ice melt. They talk about what they see, ask questions and show curiosity. They like to explore different textures and materials around the nursery, especially in the garden and during arts and crafts. They are fully encouraged to use all of their senses when investigating. They learn about the lives of others. Computers are used regularly to support their development in all areas of learning.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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All children move with confidence and control. Some have very good coordination. They learn to move in a range of ways supported by the equipment, particularly in the outdoor areas. They persevere at learning new skills such as ball catching. The majority have a very good awareness of their own needs and mostly meet these themselves. They enjoy constructing with a range of materials. They use large and small equipment that develops good hand-eye coordination.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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They make structures in two and three dimensions such as in junk modelling and use different media to create pictures. They all enjoy familiar songs. Some sing to themselves during their play. They engage in imaginative and supported role play, based on experiences and stories. Some children are very confident in playing with others on same theme, using the playhouse well. Their art and craft work is their own with some very good examples of free expression and creativity.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- increase the opportunities for children to practise writing, particularly their own name.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*