



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 402030

DfES Number: 402030

### INSPECTION DETAILS

Inspection Date 23/11/2004  
Inspector Name Anita Bartram

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Carousel Day Nursery  
Setting Address 32 Thynne Road  
Billericay  
Essex  
CM11 2HH

### REGISTERED PROVIDER DETAILS

Name The partnership of Carousel Day Nursery

### ORGANISATION DETAILS

Name Carousel Day Nursery  
Address 32 Thynne Road  
Billericay  
Essex  
CM11 2HH

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 Day Nursery opened in 1992. It operates from a converted bungalow in the centre of Billericay. A maximum of 31 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 65 children aged from three months to under five years on roll. Of these, 15 children receive funding for nursery education. Children come from a wide catchment area. The nursery supports a small number of children with special educational needs, and children who speak English as an additional language.

The nursery employs 11 staff. Ten of the staff, including the nurse-in-charge, hold appropriate early years qualifications. Three staff are working towards a further qualification.

### How good is the Day Care?

Carousel Day Nursery provides good care for children.

The organisation of the setting is good and staff are deployed effectively to work directly with the children. Staff and children are able to move around all areas of the nursery at various times during the day to enable children to meet up with siblings and friends of different ages. Staff ensure a warm and welcoming environment through posters and children's work on display. There is a wide and stimulating range of resources that are planned well to accommodate the different age children in the nursery. All documentation is clear and comprehensive.

The staff provide a secure environment for the children. All staff are aware of the children's safety and measures are generally in place to minimise hazards to children. There are good working procedures in place on outings. All staff have current first aid certificates. Children are able to try a variety of nutritious and healthy foods at snack and mealtimes. Staff use mealtimes effectively to extend the children's language and social skills. Drinks are available during sessions. All staff

are appropriately aware of their child protection responsibilities.

Staff provide a very caring environment where children's individual needs are considered well. Staff follow effective working practices to meet the specific needs of children with special educational needs. There is an appropriate range of resources to promote positive images of diversity to children. Children play purposefully and co-operatively. Children's behaviour is very good, they appreciate right from wrong and staff have a good understanding of the reasons behind children's unwanted behaviour.

Staff are readily available to speak with parents at either end of the day. Written information is given to parents about their child's routine and activities through the day. Parents are encouraged to write in home contact books to aid consistent care for babies and children.

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

At the last inspection, the provider agreed to ensure that minimum space requirements are met. Since the last inspection, some structural changes have been made which has created more play space mainly for the children under two.

Documentation is now kept about vehicles that are used to transport children. An incident record is kept of any serious incidents to children whilst on the premises, these relate mainly to children's unwanted behaviour such as biting.

The written Child Protection statement now includes information about the procedures that would be followed in the event of an allegation being made against a member of staff.

### **What is being done well?**

- There is a clear hierarchy of line management to provide staff with support. This has a positive impact on staff moral and staff professional development. In turn, this leads to a warm and professional atmosphere created for the children.
- The variety of food served at mealtimes is based upon healthy eating guidelines. The menus are varied and food nutritious. All staff are aware of different children's food allergies, or likes and dislikes. Menus are readily available for parents to see and suggestions are welcomed.
- Staff manage the children's behaviour positively and consistently. Due to the strong teamwork of staff, children are provided with consistent boundaries and are very aware of expectations from the staff. As a result, very little unwanted behaviour is seen and an atmosphere is created in which children are busy and content.
- Staff have effective forms of communication with the parents. Relationships are positive and supportive. Staff strive to keep parents informed through both verbal and written information. Home contact books are available for parents and staff to make informal notes or messages to each other. This

helps to maintain consistency of care, particularly for very young children and babies

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

- the measures staff take to minimise hazards to children during change over periods, such as setting up for dinner time
- the access parents have to their own child's development records.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	Ensure consistent and effective measures are in place to minimise hazards to children. (this refers to staff carrying chairs)
12	Make individual children's development records fully accessible to individual parents.

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

### How effective is the nursery education?

Provision for nursery education at Carousel Day Nursery is good. It enables children to make very good progress in personal, social and emotional development, generally good progress in communication, language and literacy, physical development, and creative development. There are significant areas for improvement needed in mathematical development and knowledge and understanding of the world.

The quality of teaching is generally good. Children are able to choose from an appropriate range of resources during free-play, although staff do not purposefully plan free-play activities to ensure a balanced curriculum. Staff have a good appreciation of children's early literacy development, such as linking sounds to letters. Staff competently refer to letter sounds and make valuable use of the letter table to stimulate children's interest.

Staff have a generally good understanding of the foundation stage. However, short-term planning is limited and as a result, some areas of learning are not sufficiently covered. Focused activities have identified learning outcomes based upon the early learning goals, although little challenge or support is identified to accommodate different children's stages of learning.

Leadership and management is generally good. The management team lead a professional staff team who are committed to providing good quality care and education. Staff are encouraged to develop professionally, which has a positive impact on their care of children. The rotation of staff provides a motivating work environment for staff. However, this restricts staff in consolidating their skills and knowledge of the foundation stage.

Partnership with parents is generally good. Parents are actively encouraged to share what they know about their child and be involved in their child's learning. Parents cannot readily access their own child's development records and so be fully involved with recording their child's achievements at home.

### What is being done well?

- Children's understanding of linking sounds to letters is exceptional. Children delight in spotting letters around them that could be included on the letter table. They discuss the letters that belong to their name or initial letter sounds of their friends and family names.
- Staff and children are forming very worthwhile relationships. As a result, children are forming valuable friendships with each other. Older children enjoy looking after less experienced children in their room and guide them in resolving disputes or following routines.

- Children's use and enjoyment of movement is encouraging. The emphasis staff place in planning of music and movement has a positive impact on the children's skills to move and interpret rhythms and beat. Children readily explore different ways to move or travel on the floor, calling to staff to proudly show their good ideas.

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

- the short-term planning for both focused activities and free-play; to provide a balanced curriculum covering the six areas of learning, and to provide purposeful challenge or support according to children's varying stages of development
- staff's awareness and use of free-play to help children purposefully learn within the six areas of learning.

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

Generally good progress has been made in implementing the action plan drawn up to address the two key issues identified at the previous inspection, resulting in some improvements being made to the educational programme. Parents are given curriculum information about the foundation stage. Photographs in the foyer help to explain to parents how some of the activities staff do with the children address each area of learning. However, short-term planning is still very limited in effectively ensuring a balanced curriculum that takes into account different children's various ages and stages of development.

Children are willing to count and recognize numbers around them. Staff do make use of some everyday opportunities to count with the children. However, activities are limited where children can write purposefully, for example in role-play, or in mark making activities such as free drawing or painting.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's behaviour is very good. Staff manage children's behaviour positively and have warm and responsive relationships. As a result, very little unwanted behaviour is seen. Children and staff have a positive rapport. More-able children are forming special relationships and seek out particular others to play with. Younger children go to staff for reassurance and support. Children are keen and willing to try new experiences, or join in activities. They have valuable levels of concentration.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children thoroughly enjoy listening to stories. They sit attentively to listen, joining in familiar lines and phrases and offering knowledgeable comments. More-able children can link sounds to letters. They strive to find letters to complete their names and delight in spotting ones belonging on the letter table. Opportunities for them to write purposefully are insufficient. Staff do not intentionally plan activities for children to make marks whilst they play, for example in role-play.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children take a keen interest in shapes. They choose particular shapes when making pictures, such as rectangles for arms and legs, and circles for heads. Activities are not sufficiently planned to give children a broad mathematical curriculum. Staff are not sufficiently confident in this area to make use of everyday opportunities to extend children's counting and calculation skills, for example, by posing simple number problems or using resources to highlight number recognition.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are keen to explore and investigate. They ask meaningful questions such as what, why and how and comment on different patterns around them. The limited role-play area does not enable children to discover the uses of simple ICT such as tills, phones or keyboards and maximum use is not made of the full-size computer. Opportunities for children to design and make are limited. Staff do not plan sufficient activities for children to construct using either man-made or natural materials.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children thoroughly enjoy movement. They move rhythmically to music and jump and skip with pleasure. Children confidently explore different ways of moving. The emphasis in planning of physical skills leads to children's well-developed large physical skills. Opportunities for children to make full use of tools to make marks on paper or make changes to materials are not sufficiently accessible for them to develop their skills at manipulating materials to achieve planned effects.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy moving to music. They initiate movements and explore different ways of balancing and rolling. They participate enthusiastically in singing. They request familiar songs and mostly join in with actions and words. Opportunities for children to practice and develop their own creative skills using their own ideas and interpretations are limited. Staff make insufficient use of role-play to help reinforce other areas of children's learning such as purposeful writing, and simple ICT

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- improve the short-term planning for both focused activities and free-play; to provide a balanced curriculum covering all six areas of learning, and to provide purposeful challenge or support according to children's varying stages of development
- increase staff awareness and use of free-play to help children purposefully learn within the six areas of learning, particularly in mathematical development and knowledge and understanding of the world.

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*