



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254597

DfES Number:

### INSPECTION DETAILS

Inspection Date 28/04/2003  
Inspector Name Esther Darling

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Carrington Private Day Nursery  
Setting Address 315 Mansfield Road  
Carrington  
Nottingham  
NG5 2DA

### REGISTERED PROVIDER DETAILS

Name Mrs Tina Ann Hage

## 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

Carrington Private Day Nursery opened in 1991. It operates from a semi-detached three storey Victorian building, with the ground floor and first floor accommodation used by the children. There is also access to a kitchen, toilets, staff facilities and an enclosed outdoor play area, which is adjacent to the building. The nursery is situated in Carrington and is in close proximity to Nottingham City Centre. Children and families attend the nursery from the surrounding areas.

The nursery is registered to provide 36 places for children up to eight years and there are currently approximately 60 children on roll. Carrington Private Day Nursery is registered to receive funding for nursery education and currently six three-year-olds and two four-year-olds are funded. The support teacher from the Early Years Development and Childcare Partnership visits at least once a term, or more often if needed. The nursery is a member of National Day Nurseries Association, and is near completion of the 'Quality Counts' Accreditation. The nursery is open from 08.00 hrs to 18.00 hrs, Monday to Friday. Children attend a variety of sessions each week.

Ten staff work with the children, six of whom have early years' qualifications, with the remaining staff currently undertaking relevant qualifications. Training is accessed through the Early Years Development and Childcare Partnership.

### How good is the Day Care?

The nursery provides good quality care for children.

Seventy five per cent of the staff have the higher qualification in childcare and the day runs smoothly, showing that the operational plan does work well in practice. The qualified staff are very clear in their roles, and deployment is practical.

Children have good relationships with each other and interact well. They are very well behaved. Staff take an interest in the children and respond to their vocal and non-vocal signals.

Good use is made of space, and the environment is colourful and welcoming. Furniture for the babies is of a height and design which makes them accessible to the children.

Staff maintain good supervision of the children, however the use of the security system is not properly managed at times. Records are mostly accurate and stored securely. Notices are displayed throughout on different illnesses and first aid procedures, but some records do not contain all of the necessary detail. Area Child Protection Committee procedures are displayed, however not all staff are clear regarding what they should be recording.

The officer-in-charge makes every effort to keep parents informed about all aspects of care and policies, and once a month a different policy is displayed in the hall.

The menus reflect a varied diet and the use of processed food is minimal. Staff miss the opportunity to foster a more sociable atmosphere at meal times.

All children are included and staff have regard to their individual needs.

There is a clear policy, and good knowledge of the Code of Practice for the Identification and Assessment of Special Educational Needs by the designated Co-ordinator.

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

At the previous inspection the registered person agreed to ensure that the procedures for the emergency evacuation of the building include special measures to be taken when children are located above the ground floor, and to ensure that hygiene aspects are maintained in relation to the condition of the changing mat. The evacuation procedure has been revised and the changing mat has been replaced.

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

- Adult to child ratios are good and are above minimum standard. Children are cared for in small groups according to their age or ability, and this works well. (Standard 2)
- Resources, activities, play opportunities and first hand experiences are provided which allow children to build on their natural curiosity as learners, develop their language and mathematical thinking, use their imagination and develop social relationships. (Standard 3)
- The use of displays for children's artwork, which are very attractive. The nursery is clean and in good decorative repair. (Standard 4)
- Children's good behaviour is valued by staff. (Standard 11)

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

- the parents correct use of the entry phone connected to the baby unit, so that

that the gate only stays open until the person has walked down the path to open it. (This weakens the otherwise good system of safety in place.) (Standard 6)

- the recording of existing injuries. (Standard 7)
- the opportunities during mealtimes for promoting children's independence or self-choice. (Standard 8)

### 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 must take the following actions by the date shown

Std	Action	Date
7	Ensure that a signed record of all accidents is kept, with regard to existing injuries.	30/04/2003

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

Std	Recommendation
6	Ensure that systems for managing access to the building are reviewed; with regard to when parents let themselves out of the building.
8	Ensure that the organisation of meal times promotes social skills and independence, by encouraging choices and self service where possible.

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

### How effective is the nursery education?

Carrington Day Nursery offers good quality nursery education, where the children enjoy attending the setting and make generally good progress towards the early learning goals.

Teaching is generally good. Positive relationships have formed between the children and the staff, which creates a harmonious environment, where the children are happy and settled. The children enjoy the wide range of interesting activities, which are provided and staff show a good understanding of the individual children attending the setting. Clear and effective planning is in place, however some staff are not fully aware of the Foundation Stage and the Early Learning Goals. Children's development and learning is assessed and recorded by staff but this needs to continue to be developed to show the progress children make over time towards the early learning goals. Staff have high expectations of the children attending the setting and reinforce this through the praise and encouragement they provide.

Leadership and management is very good. Much of the success of the nursery is due to the effective leadership of the nursery manager and the strong team working of the staff. There are clear systems in place for monitoring the effectiveness of the nursery provision, which are then used to make improvements. The setting is committed to developing standards of care and education within the provision.

The partnership with parents and carers is generally good. Positive relationships have formed between the parents and the staff, which benefits the progress children make. Good opportunities are provided by the nursery to include parents in their child's learning, however opportunities are missed to provide parents with information regarding the Foundation Stage and the Early Learning Goals for children. Parent's report that they are happy with the educational provision and have seen their child make good progress.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident and sociable within the setting and form caring relationships with their peers and the staff team.
- Children's spoken language is developing very well. They confidently use speech to communicate with others and to voice their own ideas, thoughts and feelings.
- Staff have high expectations of children's behaviour. They encourage this through their positive interactions and the praise they provide. Children's behaviour is excellent.
- Very good opportunities are provided to ensure parents are involved in their child's learning.

- Staff work well as a team, under the effective leadership of the nursery manager.

**What needs to be improved?**

- unqualified staff's knowledge and understanding of the early learning goals for children, to provide more challenge for children.
- the system for assessing and recording children's learning, to show the progress children make over time towards all six areas of the early learning goals.

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

This is the Day Nursery's first inspection of nursery education for funded three and four year olds.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

They are developing caring relationships with their peers and relate well to the adults working with them. Children provide each other with support and guidance whilst involved in play and are learning to share and take turns through the wide range of activities available. Children's behaviour is excellent, which is supported through the praise and encouragement the staff provide. They show high levels of concentration and interest in the activities provided and are motivated for learning.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Very good opportunities are provided for the children to experience and develop their skills in mark making and writing, however there are missed opportunities to challenge the more able children's skills in recognising and writing their own name. Children's spoken language is developing very well and they confidently use speech to communicate with each other and to explore their own experiences, ideas and feelings.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children can reliably count up to and beyond 10 and they are leaning to use numbers for counting and for labels through the wide range of activities. They are developing their knowledge of addition and subtraction and good practical opportunities are planned and provided to support this.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

They are learning to develop their skills of exploration and staff encourage the children to use their senses to investigate features of the environment and of living things. Through the activities provided the children are learning about communication technology, however there are limited opportunities for the children to learn about and use information technology to support their learning. Good opportunities are provided for the children to develop their skills in design and making things.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely around the environment and show a good understanding of spatial awareness both of themselves and of others. Whilst involved in activities they use their imagination to move and to extend their learning. Children are developing their skills in using a wide range of large and small scale equipment and purposefully use these tools safely and with increasing control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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They confidently use their imagination whilst involved in creative activities and draw on their own experiences, join up with their peers and use the available resources to extend their play. Children learn to explore texture and form through the wide range of excellent opportunities, which are provided.

**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**

- Continue to develop the system for assessing and recording children's learning to show the progress children make over time towards all six areas of the early learning goals.
- Continue to develop unqualified staff's knowledge and understanding of the early learning goals, to ensure staff are aware what children are intended to learn from activities and to provide more of a challenge for children.

*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.*