



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 253188**

**DfES Number: 517988**

### **INSPECTION DETAILS**

Inspection Date 18/11/2003  
Inspector Name Chaula Amin

### **SETTING DETAILS**

Day Care Type Full Day Care, Out of School Day Care  
Setting Name Carlton & Gedling Day Nursery  
Setting Address 37 Gedling Road  
Carlton  
Nottingham  
NG4 3FD

### **REGISTERED PROVIDER DETAILS**

Name Mrs Janet Barbara Budden

## 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

Carlton and Gedling Day Nursery has been operating since 1984. The nursery is situated between the village of Gedling and Carlton in the county of Nottingham. It occupies a convert detached house.

There are currently 85 children from three months to eight years on roll. This includes 18 funded three year olds and 10 funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and children who speak English as an additional language.

The group opens five days a week all year around. Sessions are from 07:30 until 18:00.

There are 14 full-time staff and 8 part-time staff work with the children. Over half the staff have early years qualification to NVQ level 2 or 3. 7 staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Nottinghamshire Early Years Development and Childcare Partnership.

### How good is the Day Care?

The nursery provides good quality care for the children.

The staff offer a warm, welcoming and well maintained environment where children feel secure and happy. Staff work well together as a team ensuring that they adhere to the policies and procedure of the nursery. Staff give high priority to safety both inside and outside the nursery.

Staff maintain and encourage children to practice good hygiene standards. Staff are aware of the children's individual needs and support them accordingly.

Children have opportunities to play with a wide range of free play and adult led activities. The nursery has a wide and varied selection of toys and resources encompassing each age group and each area of development. Staff spend time

playing and talking with the children. There is a consistent routine for eating, sleeping, story time and outside play. There is a good selection of resources that promote positive images of people with differing needs, culture and ethnicity. There is a clear and consistent approach to behaviour management. Staff frequently use positive praise and encouragement.

Staff work in partnership with parents and carers. They exchange information about the children daily, although this can be explored further with more detailed information about the children's daily activities, and also parents awareness of policies and procedures. Most aspects of documentation is good with some minor amendments needed.

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

At the last inspection the nursery agreed to ensure that there was a procedure in place for checking that staff and volunteers are suitable both mentally and physically to care for children, there is an effective system now in place where staff and volunteers complete a form. They agreed to meet any recommendations made by the fire safety officer with regards to the fire escape staircase, the fire officer visited in January 2003 and did not make any recommendations. They agreed to maintain adult : child ratio's at all times. They have now reviewed the organisation of the morning routine to ensure that there are more staff on duty when children first arrive. All of the improvements made have had a positive impact on the safety and care of the children.

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

- Staff work as an effective team ensuring that children are involved in a wide range of interesting activities.
- Children are well behaved and aware of boundaries through the staff's clear guidance's and use of praise.
- Staff promote good standards of hygiene with the children.
- Staff spend time with the children playing and talking to them.

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

- the arrangement for informing parents about the daily activities of the children and polices and procedure of the nursery
- the procedures for recording accidents and medication.

#### **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
7	review the systems for recording accidents and medication taking into consideration confidentiality.
12	provide opportunities for parents to receive regular information on their children's progress and policies and procedre of the nursery.

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

### How effective is the nursery education?

Children are making generally good progress overall towards the early learning goals. Three year old children are progressing well according to their age and stage of development, although more able three year olds and four year olds are at times insufficiently challenged. Regular observation and assessment allow staff to plan the activities around the six areas of learning. The daily routine is planned well and there is a good balance between activities which are staff directed and those initiated by the children. There are effective arrangements in place to support children with special educational needs and children who speak English as an additional language. The expectations and clear boundaries set by the staff encourage the children to behave well.

The leadership and management of the setting is very good. The staff work as an effective team and aware of their roles and responsibilities and benefit from having managers work along side them. They have identified gaps in the early learning goals and will be addressing this by helping the staff to become more familiar with the early learning goals.

The partnership with parents is generally good. Parents are greatly satisfied with the nursery and progress their children are making. They are informed verbally about their child's achievements and daily progress and children take home examples of work. There is insufficient written information given to parents about the early learning goals and how parents can contribute to their child's progress in the home environment.

### What is being done well?

- The settling provides good opportunities for children to be involved in physical activities enabling children to practice co-ordination and control.
- Children are well behaved. They are keen to participate in activities of their choice.
- Staff form caring and supportive relationships with children and are positive role models for the children.
- Children's progress in knowledge and understanding of the world is very good, they have excellent opportunities to experiment and explore.

### What needs to be improved?

- the planning of the curriculum to ensure older and more able children are sufficiently challenged with particular reference to personal, social and emotional development; and communication, language and literacy.

- the staff's knowledge of the clusters within the six areas of learning and the stepping stones relating to these; and how they use this knowledge to support and link in with the curriculum planning and assessment.
- opportunities for parents to become aware of the early learning goals and how learning might be fostered in the home environment.

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

At the last nursery education inspection the nursery was asked to improve their systems for recording children's development this is closely linked with the early learning goals. They now concentrate on five of the six early learning goals a week and activities are repeated to give part-time children more opportunity. This is an effective system and is having a positive impact on the children but there is room for improvement as this does not sufficiently address the needs of older and more able children. The nursery was asked to provide opportunities for children to listen to a variety of music, the setting has adapted the Earlybird music program to meet the needs of children and staff have attended a course on music and movement. The nursery have increased their resources to include musical equipment and there are planned sessions where children do music and movement.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are settled, show curiosity and select resources of their choice. They separate confidently from their main carer and talk freely about their home and community. Children are well behaved and they are aware of the staff's expectations of them, because of the structure and routine of the day. Children display some personal independence skills, however there are limited opportunities for older and more able children to increase their independence skills during meal times.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently in the groups and to their friends and adults, they use simple statements to communicate meaning. Children handle books with care and they are able to recognise simple words. Children are able to recognise their own name and older and more able children can write their name independently. However there is limited opportunity for children to become familiar with linking sounds to letters in everyday nursery routines. Writing materials are freely available to children.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able count to ten and older and more able children are beginning to represent numbers with objects. Children are able to recognise basic shapes and older and more able children can recognise more complex shapes. Children are able to solve simple mathematical problems effectively when taking part in number rhymes. Children are becoming familiar with mathematical concepts such as measuring through the frequent use of measuring tapes, scales and height charts.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are interested in technology, they make use of the computer and battery operated toys. They can use tools with purpose and can join construction pieces together to make complex models. Children are gaining an awareness of culture and beliefs of others through topic and discussion on 'celebrations'. Children are able to observe and investigate change in the natural world through the daily discussions on weather.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate good control over their bodies when manoeuvring their bodies around obstacles. Children use equipment and tools safely and competently. Children are beginning to show awareness of a range of healthy practices through washing dolls and brushing their teeth. Children move confidently when inside and outside and have an awareness of space around them.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore colour and texture in a range of ways and enjoy working with natural material such as sand and water. Children enjoy imaginative play and use familiar stories and role play to re-enact first hand experiences. There is limited opportunities for children to listen and make music in everyday nursery routines.

**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**

- planning to ensure more able children are sufficiently challenged with particular reference to personal, social and emotional development and communication, language and literacy
- staff's knowledge of the clusters with the six areas of learning and the stepping stones related to these; and how they use this to link in with the curriculum planning and assessments of children
- opportunities for parents to become aware of the early learning goals and how this might be fostered in the home environment.

*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.*