



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 206091

DfES Number:

### INSPECTION DETAILS

Inspection Date	04/09/2003
Inspector Name	Georgina Walker

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Carlton PDN (2)
Setting Address	Maxwell Avenue Allestree Derby Derbyshire DE22 1GQ

### REGISTERED PROVIDER DETAILS

Name	Mr Arthur Blackwood
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## 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 Private Day Nursery (2) opened in 1993. It operates from a purpose-built, three-storey property in Allestree, adjacent to Derby University. The nursery serves the local and surrounding areas. The Under Three's Unit has eight rooms and the Pre-school Unit comprises of four rooms. Children have access to age-appropriate changing and toilet facilities adjacent to their playrooms. A milk kitchen is shared by the under two's childcare staff. There is also a main kitchen, staff room, offices and appropriate laundry facilities. A soft play activity facility, housed in a separate building on site, is available for use by nursery children and can be hired by the general public.

The nursery is registered to care for 90 children aged nought to eight years. There are currently 77 children on roll, which includes 21 funded three and 10 funded four-year-olds, who attend a variety of sessions. The nursery does not currently support children with special needs, but accommodates a number who speak English an additional language.

The nursery opens 7.30 am to 6.00 pm, all year round, except for bank holidays.

Sixteen childcare staff work with the children. Thirteen have early years' qualifications and one person is currently on a training/assessment programme. A cook is employed.

The nursery has recently been re-assessed for the Investors in People award. It receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Carlton Day Nursery (2) provides satisfactory care for children aged nought to five years, and accommodates a small number of children over five years who have recently started school. Children are cared for in a purpose-built property, which is maintained and decorated to a high standard. The nursery is equipped with an excellent range of resources. However, the pre-school children's access to these is

often limited, which has an impact on their learning overall. The soft play is used on a daily basis by the older children and separate outdoor play areas for the different age groups are available.

There is an operational plan and comprehensive policies and procedures are in place. However, these are not consistently followed by all staff. Sixteen adults work regularly with the children. Most staff hold qualifications in early years. Staff attend ongoing training or assessment programmes. Staff meet monthly to discuss issues and plan activities. The owner of the nursery visits daily. There is a good awareness of safety and behaviour management with the under three's, where staff follow policy and procedures by giving explanations on why behaviour is inappropriate or unsafe. This is not consistently followed in the pre-school. The recording of accidents, incidents and medication is insufficient. Children are introduced to a wide variety of foods, tastes and textures, but these are not always healthy and nutritious. Individual dietary needs are addressed.

All under three's have a regular carer who records their daily activities. Pre-school children's progress is recorded termly for parents to view. Partnerships with parents are good. There is written information about the services available prior to a placement and good quality information available through noticeboards, children's diaries and records, and regular verbal exchange, all of which contribute to the quality of information available to parents.

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

At the last inspection, the nursery was requested to ensure that there was a designated person responsible for behaviour management. This task has been taken on by the manager and comprehensive policies have been devised, although procedures in place are not always effective or consistently applied. This leads to older children not fully understanding the consequences of inappropriate behaviour.

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

- The provision for the babies and children under three is good. Staff give due attention to meeting their individual needs for eating and sleeping, and to exchanging information with parents. They plan and present a good range of activities to develop younger children's emotional, physical, social, and intellectual capabilities.
- An excellent range of resources is available, including a soft play facility, which develops children's physical co-ordination and climbing skills effectively.
- Staff have developed comprehensive written records, policies and procedures for the efficient and safe management of the provision.
- Parents are provided with a wide range of documentation and information on notice-boards. Staff are observed to have good relationships with parents, sharing information about the children verbally and in the form of diaries for under three-year-olds.

### What needs to be improved?

- the implementation of the operational plan, policies and procedures consistently by all staff;
- the grouping of pre-school children and the routine to ensure they have consistent opportunities be purposefully engaged in the planned activities;
- the recording on the accident record sheets of all accidents, the size and location on the body of all injuries occurring to children either in the setting or as significant injuries with which they arrive;
- the detail in the medication records of the time that the previous dose was given;
- the variety of food on the menus to ensure it is healthy and nutritious;

### Outcome of the inspection

Satisfactory

### 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
2	ensure policy and procedures in your own operational plan are consistently applied.
2	consider the routine and play plans to ensure staff deployment is consistent and all children are grouped appropriately.
3	ensure children in the pre-school have their individual needs met and the opportunities to develop their emotional, physical, social and intellectual capabilities on a consistent basis.
7	include on the accident record sheets all accidents, the size and location on the body of injuries occurring to children either in the setting or as significant injuries with which they arrive.
7	include in the medication records details of the time of the previous dose given.

8	ensure menus are healthy and nutritious.
9	ensure children are given equal access to the full range of activities and resources.
11	ensure staff consistently follow your policies and procedures regarding behaviour management.
11	ensure children are purposefully engaged in play activities which prevents inappropriate behaviour during play or leads to accidents.

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

### **How effective is the nursery education?**

Children's progress towards the early learning goals has significant weaknesses overall, except in their physical development which is generally good. They have limited access to the excellent range of resources due to the structure of the daily routines and the use of the rooms.

The quality of teaching has significant weaknesses. Staff lack knowledge and understanding of the early learning goals and how children progress through different stages. Their deployment is inconsistent; group sizes are insufficiently monitored, and quieter children often miss out on opportunities for learning. The free choice periods lack structure and there is a lack of focus to activities. Not all children have time to access or complete an activity. Behaviour management is inconsistently handled. Children's spiritual, moral, social and cultural development is being fostered on a limited basis. Staff meet regularly to discuss planning and routines, although there is no effective method of evaluating the activities to assist with future planning linked to children's individual developmental needs. Regular staff interact with the children showing care, concern and a desire for the children to learn and extend their knowledge and vocabulary appropriately. Staff have a knowledge of special educational needs and work with parents and outside agencies to ensure these children's individual needs are met. Children with English as an additional language are accommodated, with staff learning how to greet them.

Leadership and management at the nursery has significant weaknesses. Although staff are encouraged to attend training, they have yet to identify their own weaknesses.

The partnership with parents is generally good. Staff welcome parents and verbally share information daily. There is a display relating to the early learning goals for parents to view. Parents are invited to open evenings when their children's development files are available to discuss.

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

- The nursery has an excellent range of resources, including many books and artefacts which promote the diversity of society.
- Children's gross motor skills, including climbing, swinging, and jumping, are very well developed through daily access to physical play in the soft play facility.
- Children are cared for in a warm and welcoming environment, where their craft work is valued and regularly displayed.
- Parents are provided with information on the six areas of learning and what the nursery aims are regarding children's education.

**What needs to be improved?**

- staff training in order to develop their understanding of the early learning goals, how to plan and evaluate the activities provided to children;
- ensuring that the ongoing evaluation of activities and the assessment of children's progress towards the early learning goals informs the future planning to account for children's individual educational and developing needs;
- staff deployment and the use of rooms available, to ensure there is consistency in teaching and the behaviour management of children, and equal opportunities for all children;
- the use of all available resources to their full potential, to ensure that children have greater choice and are able to extend their own interests and make the most of all opportunities for learning.

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

The improvement to the provision since the last inspection is limited.

The setting was requested to use the available books and maths resources to assist children to develop their understanding of how to use books and to provide more opportunities for children to begin to solve mathematical problems through practical activities. They were to support children to develop their questioning skills and their understanding of how things work, and ensure staff asked questions in a way which was challenging to the children.

The nursery produced a comprehensive action plan, resource and activity files for the above in all six areas of learning. These were initially evaluated, but have not been maintained. Staff do not consistently ask questions in a way which challenge and extend children's knowledge. There is no ongoing system of evaluating what children have learnt. The resources, including books and mathematical equipment, are not readily accessible to the children, nor are children sufficiently encouraged to use them for investigation or enjoyment.

Projects linked to how things work, such as the current "machines " theme are not sufficiently extended and communication between staff and children is inconsistent. The complete change of pre-school staff has resulted in lack of knowledge and understanding of the early learning goals and how to plan a routine and curriculum that is effective and provides challenge for all children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children have obvious friendship groups and are good at making relationships with children of a similar disposition. They help to tidy up throughout the day, but do not always show respect for resources, other children, or their own personal safety. Children are provided with limited opportunities to try new experiences and develop personal independence. They are developing confidence to contribute in familiar groups when singing, and asking to share resources when in the puppet theatre.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children communicate with each other and regular staff members. Children have inconsistent access to an excellent selection of books, for enjoyment and research, which also promote diversity within society. Although some children can write their own names and copy write, they have inconsistent access to mark making resources. Staff do not converse with all the children on a regular basis or use challenging questions to extend children's knowledge or language.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children have inconsistent access to an excellent range of resources to develop mathematical knowledge and language. They see numbers around the playrooms and show delight in finding their own age number in the water tray. In the activity room they match pattern cards using coloured blocks. Children's mathematical knowledge and concepts throughout all aspects of play is insufficiently extended.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children have inconsistent access to a range of resources to extend their knowledge and understanding of the world. The routine, planned themes and topics provide limited time to explore, investigate, design and make. Access to programmable resources is restricted, although some children have developed good computer skills. Children have limited opportunities to develop a sense of time or learn about other cultures and beliefs.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have many opportunities to develop gross motor skills from regular access to soft play. They move confidently around, climbing, swinging on ropes, jumping, and diving through spaces. They have outdoor opportunities to throw, catch and balance. Children move safely between the rooms as they usually walk in line. They have inconsistent access to resources to develop their fine manipulative skills, due to a lack of availability and planned time to use them.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children have limited access to a wide range of resources due to the routines interrupting their creativity, exploration and making, and response to their own experiences. They are observed to enjoy imaginary play using puppets in a theatre, changing voices and making up stories as they play. Children's experiences are not consistently extended due to staff managing other children's behaviour. Some children respond to requests to sing during group times and recognise that songs have rhythm.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Ensure staff access training and develop their understanding of the early learning goals, how to plan and evaluate the routines and activities provided for children.
- Regularly evaluate the activities and assess children's progress towards the early learning goals to influence the future planning for children's individual educational needs.
- Monitor staff deployment and the use of resources to ensure there is consistency in teaching and the behaviour management of children, that all opportunities for learning are seized, and that all children have equal opportunities.

*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.*