

Carlowen Day Nursery

Inspection report for early years provision

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EY355980

Inspection date

31/01/2011

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Carlowen Day Nursery opened in 2000 and was registered to the current provider in 2007. It operates from a detached, converted, two storey building. There is a ramp up to the entrance and stairs to the first floor. Toilet facilities are situated on each level. The nursery is in the village of Grampound Road, near St. Austell, in Cornwall. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 5.30pm for 50 weeks of the year. Children come from the local and surrounding areas. They can be taken to and from the local school by nursery staff.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 29 children may attend the nursery at any one time. There are currently 44 children in the early years age group, some in part-time places. Of these, 16 three and four year olds receive funding for nursery education. Some children also attend other early years settings. There are nine members of staff, all of whom hold appropriate early years qualifications to at least a National Vocational Qualification to level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The registered person works very effectively with the staff team to ensure that the requirements of the Early Years Foundation Stage are met. They demonstrate a high level of commitment to the principles which underpin this framework. As a result of positive partnerships with parents they are successful in meeting children's individual needs. The systems for the assessment of children's progress are generally effective, but require minor improvements in order to maintain a cycle of learning. The nursery welcome advice and support from other early years agencies and has recently developed suitable self-evaluation systems, which will be used to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- make more effective use of the systems for observation and assessment, in order to maintain a progressive cycle of learning for children
- implement recently developed systems for self-evaluation, in order to drive further improvement.

The effectiveness of leadership and management of the early years provision

The nursery staff follow effective procedures to safeguard the children in their care. All members of staff are appropriately qualified and experienced. Their suitability is assessed and reviewed regularly. Children are protected from unvetted persons and the staff demonstrate confidence in their ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Children Board procedures. Written risk assessments are used well to maintain children's safety and security. Children are closely supervised at all times. Appropriate safety equipment is in place to promote children's independence and restrict access to areas which require adult supervision. Children practise regular emergency evacuation procedures with the adults, in order to develop their confidence and familiarity. Details of fire drills are recorded for monitoring purposes. Staff organise the setting very well to provide a safe, secure and enabling indoor and outdoor environment. The premises are light, bright, comfortable and well maintained. Babies are cared for on the first floor of the property and pre-school children on the ground floor. Older children can freely access the outdoor play area directly from the play room, as and when they wish. Babies have regular opportunities to enjoy the outdoors with adult support. Children are able to initiate their own ideas for play and are also encouraged to engage in adult-led activities. Play is based upon children's unique preferences, interests and abilities, which are respected and carefully planned for by their designated key person.

Good opportunities are provided for children to develop a positive awareness and understanding of people's differences through adult-led activities, role play and use of a good range of visual aids and resources. Effective partnerships have been established with parents and other early years providers, such as the local school. A comprehensive range of written policies and procedures, contracts and consents are used to agree and maintain good practice. Newsletters, a notice board and daily verbal information sharing also enhance the practice further. The registered person is currently working towards setting up a nursery website. As a result of this effective information sharing and commitment to meeting individual needs, the setting is successful in their ability to be inclusive. Staff have introduced good systems for the assessment of children's progress, which include written observations, photographs, examples of children's work and parental feedback. These are used successfully to celebrate children's achievements, but do not always show how staff have identified appropriate next steps for their learning and development. Children have free access to a good range of appropriate toys and resources, which are stored attractively at child height. Staff interact successfully with children and babies to sufficiently challenge them in their play. They regularly reflect upon their practice to identify their strengths and areas for development. They have recently developed, but not yet implemented formal systems for monitoring nursery practice, in order to drive further improvement.

The quality and standards of the early years provision and outcomes for children

Children have established very strong and positive relationships with adults and other children. They are happy, settled and content and demonstrate a sound sense of belonging. Children enjoy free access to a wide range of interesting and enjoyable toys, resources and activities. Children of all ages and abilities are confident to self-select favourite toys and resources and to make suggestions for play. Children are very well behaved, polite and well mannered. They follow the good examples set by adults. Children and babies engage in a wide range of opportunities to express themselves creatively, as they dress-up, engage in imaginative play scenarios, sing, dance, paint, make collage and use play dough. Children particularly enjoy sensory play as they explore different textures of materials. Babies enjoy the smell, taste and texture of tomato ketchup, which is presented on a tray for free exploration.

Children's work is very attractively displayed on the nursery walls for all to value and admire. Word recognition is reinforced well through daily use of name cards for self-registration. A good range of purposeful scribing materials are readily available and are used very well by children to make patterns, write lists and label their own work. Labelling is used effectively in the nursery environment to assist children in selecting toys and equipment and remind them to wash their hands. Children and babies use signing as an alternative form of communication. All children show an enjoyment of books using them freely for reference, to share with their friends or at whole group time. Babies are particularly absorbed in the story of a 'Bear Hunt'. They sit wide-eyed, listening and concentrating exceptionally well until the story is finished. Some even join in to act out the story with the adult. Children paint and draw wonderful and intricate patterns. They enjoy role play in the 'Chinese Takeaway' and confidently use the menu to select their meal, while others write their request in the order book. Children are actively engaged in ongoing meaningful discussion with adults and friends throughout the day.

Children are developing their numeracy skills through daily opportunities to sort, count and match items. They complete appropriately challenging puzzles and use an interesting range of resources with which to build and construct, such as junk modelling, wooden blocks and stacking towers. Children successfully negotiate and cooperate to establish and maintain harmonious play with others. Number recognition is promoted well, as children monitor the passing days and record the date on their wall chart. Numerals are displayed prominently on the play room walls and are used for reference to support children's learning. Children count as part of their daily routine activities.

Children engage in whole group physical activity sessions to enjoy singing and dancing. They move freely indoors and develop their physical skills outdoors, in the well-equipped play area. Children also use the outdoors for growing fruit and vegetables, pushing wheelbarrows, digging and planting. They benefit from fresh air and fun each day as they climb, run, jump and slide. Children also have use of a suitable range of ride-on toys. They follow effective hygiene routines in order to

promote their good health. For example, they wash their hands after messy play and before eating. They are provided with enjoyable home-cooked meals which are eagerly anticipated. Children also have free access to a substantial range of healthy snack options throughout the day. Those who are poorly are cared for sensitively until parents can collect them. Effective nursery policies successfully protect children from cross-infection.

Children benefit from regular visitors to the nursery. For example, representatives from local attractions who bring animals in to the nursery for children to handle, discuss and observe. They routinely recycle, compost and feed the birds. As a result, they are developing their awareness of the importance of caring for their environment. Children use a good range of resources which promote an awareness and respect of people's differences and they celebrate a variety of traditions, including their own cultural festivals. As a result, they have developed a positive understanding of the range of people in the local community and wider world. They are currently celebrating Chinese New Year. Children are skilful in their use of technological equipment and enjoy free use of a good range of programmable and interactive toys. There is evidence that children are making good levels of progress during their time at the setting.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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