

Carrington Private Day Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Carrington Private Day Nursery opened in 1991 and extended in 2004. It operates from a 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, Sherwood and is in close proximity to Nottingham City Centre. Children and families attend the nursery from the surrounding areas.

A maximum of 82 children may attend the setting at any one time. There are currently 109 children attending within the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year, closing only for Christmas week, the last week in August and all main bank holidays.

The nursery employs 21 members of staff. Of these, 19 hold appropriate early years qualifications and two are working towards a qualification. The nursery receives support from the local authority and are members of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the nursery and receive good levels of care because the qualified staff work very closely with individual children and their families. Good systems are in place to ensure that all children's individual needs are routinely met. Staff have a sound knowledge of the Early Years Foundation Stage and how children develop and learn through play, they demonstrate that they fully understand the welfare requirements. Exceptional partnerships between parents and staff ensure that individual children's needs are met and their protection assured. Partnerships with other providers in childcare are in place. Successful steps are taken to self-evaluate its provision for children and the nursery demonstrates a suitable capacity to make continuous improvement and sustain its high standards.

What steps need to be taken to improve provision further?

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

- evaluate the observations to make them more valuable and informative towards the planning of next steps for children's development.

The effectiveness of leadership and management of the early years provision

Children are well protected because staff have an excellent understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified, established staff team keep the premises very secure and supervise the children at all times. The nursery has suitable recruitment procedures in place. Detailed risk assessments are carried out to provide a very safe environment. The whole staff team are involved in the self-evaluation process, and have completed a detailed evaluation of their setting. Parents' views are sought through regular questionnaires. The nursery has addressed the recommendations raised at the last inspection. They value the support they receive from the local authority. The nursery has sound monitoring systems in place for the many record keeping systems. The staff update policies and procedures appropriately. The owner/manager routinely makes good use of a range of monitoring systems relating to the provision and outcomes for children. Children's well-being is enhanced due to the good organisation of this setting.

The excellent liaison with parents and carers contributes to improvements in children's achievement, well-being and development. The nursery places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start at the setting. They complete information sheets and forms about what their child can do and their individual likes and dislikes. This information helps staff to have a good knowledge of each child's background and needs. The nursery has regular parents' evenings in which all parents are invited to spend time with the staff in discussing their child's development and progress. The staff also complete detailed monthly observations for each child and these are shared with parents, and they are encouraged to complete a section around their children's learning at home. This enables the staff to look holistically at the child. The nursery is starting to develop further the effective working partnerships with other early years settings in which some children attend. The transition partnership with the schools that children move on to is good.

All staff are focused on helping all children to make good progress in their learning and development, and in promoting their welfare. The nursery effectively and actively promotes equality and diversity. Staff are highly effective in ensuring that all children are well integrated and make progress in their development. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. For example, each age range now has their own large creative room or area. The babies and toddlers clearly benefit and thrive as a result of this.

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

Children settle well in the nursery and enjoy the use of the wide range of toys and equipment. They make good progress towards the early learning goals. The staff plan and provide activities that take into account children's individual learning needs. They observe and assess children's progress and have detailed assessment records for each child as a record of their development and learning journey whilst attending the nursery. However, staff do not effectively evaluate these observations to make them more useful in the future planning of activities for children. Staff set the next steps of development for each child and share these records with parents to ensure they are fully aware of how their child is making progress. Children are very eager to play and join in with the activities; they get excited at what they are doing. Their levels of concentration are good as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. Staff respond to children's current interest, for example, the current interest for the pre school children is 'superheroes' so the staff have implemented this theme throughout their current play. Lots of discussions have been held and the children have designed their own superhero. When playing outside the children make their own superhero obstacle course, which involves running, balancing and climbing. Some children's skills around the use of the computer are excellent, they start the programmes and work their way through the different activities without adult support.

All children behave very well as staff use appropriate strategies to encourage children's good behaviour. For example, distraction or positive praise. Children use their manners and learn to be respectful of their peers and adults. Children are developing their awareness of diversity through activities and resources, this helps them positively explore and value differences and similarities in the wider world. Within the toddler room a visual timetable is used to help them begin to understand about time and what is happening next.

Children's social skills and ability to communicate with others are enhanced, so that they are developing the underpinning skills needed for their future success. Children in the toddler and pre-school rooms are aware of the tidy up routine. Children have warm relationships with the staff and have lots of fun with them. They willingly approach the staff as and when needed, demonstrating that they feel safe. Babies settle very well when left by their parents and demonstrate they feel safe and secure with the staff. Children play well together and have definite friendship groups in place. For example, when a group of children play together with the playdough they all start singing 'Happy Birthday' when one of them pretends to make a cake. They help and support each other whilst playing and are very caring towards each other. Children learn about keeping themselves safe through the discussions and activities provided. For example, the older children as they go up and down the stairs are encouraged to hold on to the banister rail.

Children follow very good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. The older children use a special glitter soap and use an ultra-violet hand tool to check they have thoroughly

washed their hands. They benefit from varied menus that take account of children's dietary needs and introduce them to a good range of healthy foods. Meals are cooked from fresh ingredients, and children learn table manners and social skills as they sit together for meals in small groups. Children enjoy their meals and eat well. The babies get excited as they see their bottles as they know what is coming. They are fed by their key person and in their arms so they can build up a strong emotional bond. Children use and develop their small muscles and hand-eye control in all that they do. As the younger toddlers play in the water play they get excited and say 'bubbles' as lots of bubbles are made. They have a wonderful time painting and can clearly be creative as they explore the glitter paint with their bodies. Babies explore the many items in the 'black and white' treasure basket. They spend time in this area, handling and exploring the items. The toddlers demonstrate that they know who they are as they find their own photographs on their beds at sleep time. They settle down very well with their own comforters from home. The older children confidently sound out the letters in their name as they write their names on their work. Children are currently growing potatoes and they know that when the flowers have died they have to dig them up, wash them and the cook then will cook them for them to eat.

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	1
The effectiveness of safeguarding	1
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	1

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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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