

Carlton PDN (2)

Inspection report for early years provision

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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.

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Description of the setting

Carlton Private Day Nursery (2) is privately owned and is one of two nurseries owned by the same provider. It opened in 1994 and operates from a purpose-built building in Allestree, Derby. The approach to the nursery main door is on a slight upward gradient. The nursery is open each weekday from 7.30am to 6pm all year round. Children are cared for in various rooms according to their age and stage of development. There are two enclosed outdoor play areas.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 90 children may attend the nursery at any one time. There are currently 75 children on roll. Of these, 18 receive funding for nursery education. Children attend from the local and wider area. The nursery currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 13 members of staff, 12 of whom hold appropriate early years qualifications at level two or three and one who is working towards a qualification at level three. The nursery manager has obtained a Foundation Degree in Children and Young People's Services.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are supported well and their individual needs are met by staff who ensure the provision is inclusive. On the whole, effective staff support and the nursery environment help children to make good progress with their learning. Partnerships with parents effectively promote children's welfare and development. Links have been established, with the majority of external providers involved with children's care and learning, however, not all. Comprehensive systems have been developed to monitor and reflect practice in order to maintain improvement.

What steps need to be taken to improve provision further?

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

- review the Tweenies room so that the activities and toys are more effectively organised to always be inviting and stimulating for children
- build on partnerships with other provisions that children attend to ensure that there is consistency for all children's care and learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded in the setting. Staff carry out detailed risk assessments on all areas of the nursery, the outdoors and on outings. Individual

risk assessments are also carried out where appropriate, for example, where a child has specific needs. Staff have a sound understanding of keeping children safe from abuse. The person responsible for safeguarding has a strong understanding of the procedure, current legislation and where to go to report a concern. The setting has robust systems in place for the recruitment of staff to ensure that those who have access to children are suitable. This includes having a successful Criminal Records Bureau check. A wide range of documentation, policies and procedures are in place, including a complaints procedure. These are effective in safeguarding and promoting children's welfare.

The nursery environment is bright and spacious. Children are cared for in rooms that are equipped according to their age and stage of development. The majority of rooms are well resourced and organised to support children's learning and care. However, the Tweenies room is not always set up to be stimulating and inviting to children. Staff take positive steps to ensure that the setting is fully inclusive. They obtain detailed information about individual children and use this effectively to meet their needs. For example, where children have English as an additional language, staff obtain some words in the child's first language and use pictures to help with communication. Staff plan for individual children, taking into account those children who excel or who may be behind in their progress. Comprehensive information is obtained regarding children who have learning difficulties and/or disabilities. This includes developmental plans put together in conjunction with the early intervention team.

Staff have developed very successful partnerships with parents. There is comprehensive information available for parents in various formats throughout the nursery. For example, information about the Early Years Foundation Stage is displayed on the walls, nursery newsletters are freely available for parents to take and parents are given information about how to support their child's development at home. This ensures that parents are involved with all aspects of their child's welfare and learning. On the whole, partnerships in the wider context are good. For example, staff liaise with Local Authority staff and medical practitioners in order to support children. However, they have not put in place effective systems to ensure regular contact with all other settings that children attend.

The setting has a strong staff team who work well together and who share the aims of the nursery. The core staff team are well-established and effective within the provision. Audits are carried out to ensure that staff skills are use to best effect. The Ofsted self-evaluation form has been completed in detail and supports staff in identifying the strengths and weaknesses of the provision in order to maintain continuous improvement.

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

Children's health is effectively supported. The nursery is clean and well maintained. Children have good facilities for managing their personal care and staff help them to understand the importance of good hygiene. Meals support children's health and wellbeing. For example, they offered plenty of fresh fruit, vegetables and drinks of

water and talk about healthy eating at meal times. Staff have helped children to plant different fruits and vegetables in the nursery garden, which they then eat. These enjoyable activities encourage children to maintain a healthy lifestyle. Children are confident in the setting. They participate in activities that teach them about staying safe. For example, they learn to be aware of strangers and to safely cross roads. The nursery uses the local community, such as the police, to reinforce safety messages. Babies demonstrate their feeling of safety as they cuddle into a staff member whilst enjoying a bottle.

Staff are adept at promoting children's learning and so they make good progress. They use different methods to support children's developing skills. For example, to encourage language and communication they use repetition of simple sounds with babies. With older children they use open questioning to engage them in conversation. They build experiences and learning opportunities around children's interests to keep them stimulated and challenged. Staff carry out observations that are used effectively to monitor and develop children's skills and abilities. Planning is carried out for individual children to ensure that it is well-targeted.

Children enjoy their time in the setting. They are self-assured and assertively make choices about what they want to play with. Babies explore using their senses and enjoy electronic activity tables that providing light and sound stimulation. Older children explore the contents of a bag, describing the shape and colour of items. They describe one as 'a chocolate chip cookie' and say 'yum'. Children of all ages enjoy stories and books. Toddlers enjoy a story read by a member of staff. They join in with the sounds and actions, waving and using early language to repeat words. Babies have fabric books, which help them to appreciate literacy from an early age. They design and build using different types of plastic brick. A group of children make a large structure that they say is a 'cot'. They make it from plastic waffle bricks and one child states that it is his 'wibberly wobberly bed'. Children count during routines. For example, toddlers count out the number of aprons needed at tea time. Older early years children use technology daily. For example, they have free access to a computer and appropriate software.

Children access well-resourced outdoor play areas that can be directly accessed from their base room, offering them indoor to outdoor provision. They use equipment to practice their climbing and balancing, as well as tricycles and smaller pieces of equipment to develop coordination. In poor weather they have an indoor soft play centre where they can jump and climb. They also have regular dance sessions from a staff member who is qualified in dance. Children behave well. They know the expectations for behaviour and are able to follow instructions when asked. For example, they go to wash their hands before tea. Any minor behavioural challenge is managed well by staff who use explanation and negotiation. Children are very sociable. They cooperatively play with toys and help each other with tasks such as putting on shoes. They are learning to be tolerant and good citizens. Various, resources depict positive images of culture, race, ethnicity and ability, with activities taking place that help them to celebrate differences.

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

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