

Carousel Day Nursery

Chapel Hill, BRAINTREE, Essex, CM7 3QZ

Inspection date	08/11/2012
Previous inspection date	24/10/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children's play is expertly observed and assessed through well embedded systems that support staff to identify children's next steps in their learning.
 - Staff practice is inspirational and worthy of dissemination to other providers.
 - All staff are highly skilled and sensitive in helping children form secure emotional attachments, and provide a strong base for their developing independence and exploration.
 - Excellent systems are in place for the monitoring of the effectiveness of the educational programmes by frequent peer observation.
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- The outside area is well resourced, and inventive experiences are provided to stimulate children's imagination, but it could be developed further to allow children to explore and investigate their natural environment.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in baby room, 2-3 room, 3-4 room, outside play area.
- The inspector spoke with manager, deputy manager, room leaders, key persons.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector looked at all necessary documentation, children's learning journeys, planning, risk assessments, notice boards and wall displays, children's work.

Inspector

Jenny Forbes

Full Report

Information about the setting

Carousel Day Nursery was registered in 2006 and is run and managed by 4Children. It operates from rooms within a Children's Centre in Braintree, Essex. A fully enclosed garden provides appropriate areas for outdoor activities. The nursery is open from 8am to 6pm five days per week, for 51 weeks of the year. A maximum of 121 children under eight years may attend the nursery at any one time, of whom 73 may be in the early years age range. There are currently 173 children on roll. This provision is registered by Ofsted on

the Early Years Register and both the voluntary part and compulsory part of the Childcare Register. The nursery employs 20 members of staff. Of whom 16 including the manager hold appropriate qualifications to at least level 2. A qualified teacher from the Children's Centre works with the setting.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the outside area to include some more interesting experiences for children to explore and investigate in order to stimulate their imagination.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The confident and enthusiastic staff team work exceeding well together, support each other and have a secure understanding of the Statutory Framework for the Early Years Foundation Stage. The quality of teaching is robust throughout the nursery. Systems to assess children's starting points on entry and subsequent transition through the nursery are exceptionally secure. Planning for children's progress is continually shared with parents who are encouraged to bring information about their children's learning and achievements at home by means of a home to nursery notebook. This means that they are fully involved in setting individual targets and sharing in future learning and milestones which their children achieve in the nursery.

The well-embedded key person system ensures that all practitioners use effective, targeted strategies and interventions to support learning that meet all children's individual needs. All children, including those with additional needs, are exceptionally well supported in the nursery as their key person liaises closely with parents and other professionals, such as the area special educational needs coordinator. Outstanding progress is achieved by all children because the key person uses her understanding of individual children's needs, gained through close observation, to provide accurate information to the key professionals who provide dedicated support and imaginative resources to enhance all children's learning and development.

Children with identified additional needs are extremely well cared for. Great care is taken to ensure their needs are met. When a child insists on holding a car all the time, she is able to take it wherever she goes, it helps her to feel secure and she begins to join in group time by sitting on her key person's lap. Children are enthusiastic and well motivated, very eager to participate and consistently demonstrate the characteristics of

effective learning. For example, when the youngest children are presented with a painting activity, their concentration is exceptional, as they dip their fingers into the paint and apply it to the paper with obvious pleasure and sprinkle on the glitter as the experienced key person extends their learning and thinking skills by asking open-ended questions.

Children are confident, happy and self-assured as they are free to take part in the many and varied activities inside and outdoors, and can explore resources in their own way and in their own time, helping them to become independent. They are happy as they balance on blocks in the garden in a row, one behind the other, taking turns, trying not to wobble.

Children are proud of their achievements as they watch the vegetables grow that they have planted and take huge pleasure in seeing them harvested and taken to be cooked for their meals or used to feed the rabbits they love and care for.

Staff support free-flow child-initiated play and provide adequate opportunity for adult-led and structured activities spaced out throughout the day. Children are given choices and can select other low-level resources. Children are listened to attentively and staff ask open-ended questions to encourage thinking, give instructions and explanations. As children find a favourite game on the computer a staff member shows them the right spot to click, helping them gain control of the mouse, thus developing their fine motor skills and concentration.

The contribution of the early years provision to the well-being of children

A highly effective key person and buddy system ensures that each child is able to form secure emotional attachments. Children exhibit high levels of self-assurance and esteem. They learn to negotiate and cooperate with each other. For example, when children play together in the garden house they put leaves into a pot for role play and one is disappointed to have her leaves rejected, but they successfully negotiate, and happily continue with their play. All children settle well because staff are very well known to them and have an excellent understanding of their individual likes, needs and care routines. Older children develop excellent self-care skills as they independently address their own care and personal hygiene needs. For example, they understand how to use the toilet independently and wash their hands. They know how to wipe their nose and throw away the tissue hygienically. Staff expertly manage children's attempts at potty training and give stickers as rewards for success.

Children put on their own coats and gloves to go outside and take them off again when they come in and hang them on their coat pegs and put their gloves into their bags, they are learning to do things for themselves. Babies' personal care needs are expertly met by caring and consistent staff. They thrive on the individual attention they receive and enjoy cuddles and comfort in familiar, bright and attractive surroundings.

Children enjoy freshly prepared, well-balanced and nutritious meals and snacks and relish the independence of learning to feed themselves. All children benefit from being outdoors on a regular basis due to the free-flow nature of the nursery. Gross and fine motor skills

are extremely well provided for in the outside environment with trikes and cars to ride, slides, bridges and tyres to climb, and balls and hoops to throw and catch. Children are confident in the garden as one child approaches the visitor to show her how to roll a hoop. Children play cooperatively together, as they role play in the house laying solid foundations for their future roles in life.

Children's safety, health and well-being are extremely well promoted through the nursery's clear and consistent policies and practices. Children develop a sound understanding of how to stay safe as they are gently reminded by caring staff to use their walking feet. Fire evacuation procedures are practised regularly with the children and helpful people from the community come to visit to talk about fire and road safety. This ensures they are learning about their own personal safety.

Robust and clear risk assessment procedures are followed every morning to ensure the setting is safe and the children are protected from any potential dangers. When children leave the setting they are fully supported by the effective system for transition, developed with the local schools. For example, staff from the local schools visit the children and bring school uniforms and book bags to enable children to understand the school environment and help them to adjust which helps them to be extremely well prepared for school.

The effectiveness of the leadership and management of the early years provision

The setting has extremely robust systems in place to ensure that children are well safeguarded. Staff regularly update their safeguarding knowledge through appropriate training and are fully aware of the nurseries policies and procedures. Staff recruitment is rigorous in ensuring that newly appointed staff hold appropriate qualifications and follow a thorough induction programme which leads them through their first six months of employment. All staff hold appropriate Criminal Records Bureau disclosures.

Staff management is of a very high standard as all staff receive regular individual support and supervision. Parents, staff and children actively participate in the self-evaluation process. A children's questionnaire, designed to be used over the course of a child's time within the nursery, is managed by the key person who asks questions relating to individual children's likes and dislikes and keeps a record of their answers to feed into the self evaluation system. Staff use time management techniques to ensure that children's developmental records are kept up to date. A buddy system is in place to give continuous support for children, by a person who is very familiar to them, if their key person is absent.

Each room displays long term planning with monthly themes, medium term planning by means of the weekly planning sheet and short term planning by means of daily activity sheets. All planning for continuous provision both in the rooms and the outdoor area is broken down into the prime and specific areas. Observation trackers are used to chart children's progress.

Parents are supported by six-monthly parents meetings with key persons, regular daily verbal updates on their children's progress, newsletters and questionnaires, the feedback of which is displayed on the notice board with graphs clearly showing parental opinions. A parent information zone within the foyer of the nursery bearing a large notice board explains the new Statutory Framework for the Early Years Foundation Stage in very clear detail. Parents speak very highly of staff and are extremely proud of their children's progress.

Children are provided with excellent opportunities to make choices and decisions about their play and learning. They are provided with superb opportunities to move freely between the indoor and outdoor areas during the course of the day.

Children and families who speak English as an additional language are well supported to enable them to be fully included in the provision. For example, the setting has used interpreters from the local authority to communicate with families and individual staff members use their own home language to aid to support children and families. For example, one staff member has produced a series of pictures of familiar objects that are named in both languages. The staff use a language pen, where the pen is pressed onto a picture and makes the sound of the word in the necessary language.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY332274
Local authority	Essex
Inspection number	890932
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	0
Number of children on roll	0
Name of provider	4 Children
Date of previous inspection	24/10/2011
Telephone number	01376556864

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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