

# Carlton & Gedling Day Nursery

37 Gedling Road, Carlton, NOTTINGHAM, NG4 3FD

<b>Inspection date</b>	03/12/2012
Previous inspection date	14/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children build bonds and attachments to staff which promotes their well-being and independence and gives them the confidence to explore the toys and activities available.
- Children with special educational needs and/or disabilities are supported well and are making good progress because staff have strong links with other professionals and agencies so they are fully aware of children's needs.
- Partnerships with parents are effective because staff consult with them about what their children do at home and keep them well informed about what they do in the nursery.

### It is not yet good because

- Children are not all progressing well in their development because practitioners do not consistently take account of their individual next steps when they plan activities, and the range of resources for children to select independently is limited.
- Managers do not yet monitor what is happening across the nursery sufficiently, which means that any weaknesses in practice are not always quickly identified and practitioners provided with appropriate support.
- Children's overall good health is not promoted well enough because all staff do not ensure high standards of cleanliness across the nursery and children do not access outdoor play on a daily basis throughout the year.

## 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 the pre-school room, the baby room and the two toddler rooms.
- The inspector held discussions with the manager of the provision, the Area Manager and practitioners.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's action plans and a selection of policies.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Janice Walker

## Full Report

### Information about the setting

Carlton and Gedling Day Nursery opened in 1984. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four nurseries owned by a private provider. It operates from a large detached property between Carlton

and Gedling in Nottingham. The nursery serves the local area and is accessible to all children. Younger children are cared for on the ground floor with those aged three years and above cared for on the first floor. There is a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and two at level 2. The nursery opens Monday to Friday all year round, closing only for public holidays. Opening hours are 7.30am to 6pm. Children attend for a variety of sessions throughout the week. There are currently 60 children attending who are within the early years age range. The nursery provides funded early education for children aged two to four years. It supports a number of children with special educational needs and/or disabilities. The nursery also offers out of school and holiday care for children up to the age of 11 and collects children from local nurseries and schools.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the planning of challenging and enjoyable experiences for children across the seven areas of learning by taking into account their individual needs, interests and the next steps in their learning and by making sure that more resources are freely available.

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

- improve the systems for driving improvement by ensuring that practice is effectively monitored and that any weaknesses in practice or practitioner's knowledge, are quickly identified and practitioners are provided with relevant support
- reinforce the importance and value of the outdoor environment by making sure that all children have opportunities to be outside on a daily basis all year round
- improve the implementation of the procedures for cleaning toys and equipment in order to ensure that all of these are maintained in a clean and hygienic condition.

### **Inspection judgements**

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

In the main, children engage contentedly with the toys provided because they are appropriate to their general stage of development. Pre-school children play in small groups having formed firm friendships in the nursery and confidently interact with each other. Babies move around their identified play space freely and select from the toys available. They particularly enjoy short periods of time engaging in sensory activities, such as shaving foam and sand which encourage their curiosity. Toddlers explore materials, such as paints, sand and play dough. They begin to develop independence as staff encourage them to undertake tasks for themselves, such as finding an apron for the painting activity.

Children are making, generally, good progress in their development. This is because key persons know them well as they make regular observations of what they can do. They use this information to assess children's stage of development and to consider what they should be doing next. When engaging with their key children, key persons use this knowledge appropriately to support and extend children's learning. For example, a child painting a snowman extends his knowledge of colour, shape and size and is encouraged to use more complex sentences through his key person's skilled interaction. However, key person's knowledge of individual children is not used effectively to inform the planning of activities. Therefore, when other staff are engaging and interacting with the children, they are not fully aware of what they can do and do not provide them with experiences that are appropriately challenging.

Staff support children to choose their activities and encourage them to become involved by demonstrating the use of tools and equipment. Children, therefore, develop new skills, for example, when they roll out play dough and use various cutting tools. Children with special educational needs and/or disabilities are supported very well in the nursery. This is because there are clear targets identified for these children and any additional support required by the child is known by all staff working with them. For example, staff carry pictorial symbols and use signing to support a child's communication.

Staff establish friendly relationships with parents who speak highly of them. They particularly praise the level of support their children receive to help them to settle in and the support that they receive themselves in helping their children with specific issues. Parents contribute what they know about their children at the outset which helps staff to establish clear starting points for their learning. Information is shared informally as parents bring and collect their children, and written information regarding children's progress and areas of learning staff plan to support next, are shared on a regular basis.

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

Children's well-being is, generally, well promoted. Staff gather relevant information from parents at the outset so that they are aware of children's routines and what they like and do not like. This enables them to support children to separate from their parents and settle into the nursery. This is particularly effective in the baby room where accessible, concise information is on hand to ensure that all staff working in this room are aware of babies' individual preferences and routines. Children form secure bonds with staff,

demonstrating their affection and sense of security through open shows of affection, such as spontaneous cuddles. They confidently express their needs and wishes, such as, when they need the toilet and when requesting favourite activities, such as going to the soft playroom. This all demonstrates that children are happy and well settled. They behave well as a result of clear boundaries which are consistently reinforced by staff.

Staff are appropriately deployed to ensure that children are supervised well, they pay particular attention when children move around the nursery, for example, when they visit different rooms or when younger children go to the bathroom. Suitable safety equipment is in place to support this. Children regularly play in the indoor soft playroom and practise their large physical skills as they climb and balance on a range of obstacles. However, opportunities to extend this further are not maximised because staff do not routinely plan for outdoor activities and ensure that children play outside on a daily basis all year round. This also means that children do not gain an understanding of the importance and value of the outdoor environment.

Children have regular snacks and meals and healthy eating is promoted through the variety of meals which are freshly prepared by the on-site cook. Daily routines, such as those related to hand washing, are used to help them develop an understanding of the importance of personal hygiene.

Children's playrooms are adequately resourced. Each room is organised into different learning areas and some of these are well organised with a range of toys freely available. These areas enable children to make their own choices regarding their play which supports their growing independence. Other areas are less well organised with only a limited selection available. Whilst staff consult with children when they are putting out the toys, the organisation of space means that they do not take into account the wishes of all the children. This means that sometimes, children are not interested in what is provided.

Toys and equipment within the children's playrooms reflect our multicultural society and staff plan activities related to different festivals, such as the recent art and craft activities linked to Diwali. This helps to raise children's awareness of differences in the wider world. Within the setting there are suitable arrangements in place as children move up to the next room. Parents are consulted so that their views are taken into consideration and children have regular opportunities for visits so that they become familiar with new staff, routines and environments. During these visits staff engage with the children warmly, giving lots of praise and encouragement and providing small group activities. They gain children's trust and help them to begin to build new relationships, and therefore, help them to settle. Routines in the pre-school room ensure that there are an increasing range of adult-led activities in order to prepare children for the transition to school.

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

Managers support staff to create an environment which, generally, helps all children make progress in their learning and development. However, this is not yet fully effective in ensuring that activities and experiences are tailored to the needs and interests of each individual child. This means that their progress is not as good as it could be. There are also some inconsistencies in practice across the provision. Whilst senior staff have a secure understanding of how children learn and their role within this, others are less secure. This means that children are not always provided with appropriate levels of support or challenge in order to extend their learning.

There is a robust procedure in place relating to staff recruitment which means that all adults on the premises are suitable to work with children and their ongoing suitability is regularly reviewed. Staff fully understand their responsibility relating to safeguarding issues as a result of regular discussions and training events in staff meetings. They generally implement the nursery policies and procedures well to ensure that children remain safe and to ensure that the provision promotes children's welfare. However, staff are not rigorous enough when cleaning all toys, furniture and equipment resulting in some of these being unclean and, consequently, posing a possible risk of spreading infection to children. Generally, effective partnership working with other providers, through regular sharing of information, means that there is consistency and continuity for most children who attend other early years settings. There are particularly strong links with other professionals relating to children with special educational needs and/or disabilities.

There are some practices in place which are useful in supporting staff to undertake their roles and responsibilities. These include a sound induction experience and regular staff meetings which are used as training opportunities. Managers ensure that appropriate staff have completed training in first aid and food hygiene which contributes to ensuring children's well-being. Those with additional responsibilities, for example, relating to special educational needs, attend specific training to ensure they fully meet the needs of identified children. The manager is also in the early stages of establishing systems to track children's progress to identify any emerging patterns. At present, this is in the early stages of development and is not yet impacting on children's individual progress. However, overall, the arrangements for self-evaluation, along with the effective monitoring of practice, are not yet fully effective in driving improvement across the provision to benefit all children as well as possible.

### **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

<b>Unique reference number</b>	253188
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	889265

**Type of provision**

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	62
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Janet Barbara Budden
<b>Date of previous inspection</b>	14/01/2009
<b>Telephone number</b>	0115 9617083

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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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