

Carr Manor Nursery (Walton-Le-Dale) Ltd

St Patricks Place, Walton-Le-Dale, Preston, Lancashire, PR5 4HN

Inspection date	26/03/2013
Previous inspection date	29/10/2008

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

The quality and standards of the early years provision

This provision is good

- Children form secure emotional attachments with their key person because staff work closely with all parents, gathering clear information about each child. This results in children feeling settled and confident in their surroundings.
- Every practitioner has high expectations for children and a good awareness of how young children learn. As a result, children make good progress in relation to their starting points.
- All practitioners encourage children's good health and well-being. Children are safeguarded because the staff know the policies and procedures to be followed to protect the children in their care.
- The nursery develops successful partnerships with parents. Information is shared between staff and parents on a daily basis, in order to meet the children's individual needs.

It is not yet outstanding because

- On occasion, staff do not use all opportunities available to support children's understanding of weighing and measuring.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children's play and staff interaction.
- The inspector and supervisor undertook a joint observation of an activity.
- The inspector talked with available staff and parents and held discussions with the manager and owner.
- The inspector examined documentation, including a representative sample of children's records, display materials and staff suitability records.

Inspector

Sue Rae

Full Report

Information about the setting

Carr Manor Nursery (Walton-Le-Dale) Ltd was registered in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a single story building that was formerly a school. The nursery is situated in the Walton-le-Dale area of South Ribble and is privately owned. The nursery serves the local area and is accessible to all children.

The nursery employs 19 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 and above.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 93 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance opportunities to maximise children's mathematical skills, for example, by supporting them to weigh and measure in baking activities.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements within the Statutory Framework for the Early Years Foundation Stage. They recognise how children learn through play and consistently implement planned and stimulating experiences based on individual children's interests. As a result, children are making good progress in all areas of learning. Staff accurately record observations of what the children are achieving and track their progress using the publication 'Development Matters in the Early Years Foundation Stage'. They refer to the seven areas of learning when assessing what children learn. This enables them to effectively plan for each child's next steps, so that they continue to make good progress in their learning and development and develop the skills needed for future learning.

Systems to assess children's starting points on entry and transitions across the provision are very secure. These are implemented in a variety of ways, including working closely

with parents from the beginning to establish initial targets, linked to the Early Years Foundation Stage. This enables parents to be fully involved, so that they are able to help support children's learning at home. Where children are recognised as requiring additional support, practitioners work with parents and where necessary, other professionals, to ensure that each child's individual needs are met.

The setting is well prepared to undertake the two-year-old progress check as children reach that stage, because it is a natural development of the observations and records that are already kept. Parents are encouraged to contribute towards their child's assessments through discussions with staff and documenting significant moments of their child's learning. These are included in children's development files and help to draw together planning, so that they access play activities of their choice. Staff support children throughout their play, extending their learning through skilful and sensitive use of questions to make children think. They provide them with space or time to explore their own learning independently. Staff work effectively together as a team and are well supported by a management team.

Children are secure in communicating their needs and preferences. They confidently approach the staff to ask for help when needed. Support is provided to children, who speak English as an additional language. Children develop their vocabulary using words, such as, 'twirling', 'pouring' and 'sticky' as they make cakes. Babies giggle as they enjoy climbing over and under soft play equipment. Staff use this opportunity to extend their language by repeating words describing what the babies are achieving. They effectively show children how to pronounce words by responding and repeating what they say in the correct way.

All areas of the nursery are very well organised to allow children to select activities for themselves. Staff develop children's learning through extending child-initiated activities, for example, the baking of cakes, to make the children in the role play hospital to feel better. However, on occasion, not all opportunities are routinely used to maximise children's learning through effective engagement. For example, in a baking activity, the ingredients are already weighed on a tray, which reduces children's opportunities to learn about weighing and measuring and build their mathematical skills. Children enjoy the mix of adult-led and child-initiated activities. They are able to move around freely and have access to secure outside spaces where they can use a wide range of toys and equipment to promote their physical development, which is progressing well. They show confidence and safety in balancing, climbing and riding. There is a good range of resources, posters and play equipment that reflects cultural diversity. Additionally, children learn about the wider world through daily routines and planned celebrations that include Chinese New Year, Christmas, Diwali, Bonfire Night and Easter.

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

Children settle well because staff have a thorough knowledge of their individual likes, needs and routines. The effective key person system and the good level of adult attention ensures that all children form positive and trusting relationships with the staff. They go to them for reassurance and cuddles when they are feeling tired. This provides them with a

secure and safe environment for them to develop their confidence and self-esteem.

Children independently access well-organised resources and equipment in a clean, bright and colourful environment, where they are confident and develop warm and friendly relationships with staff and peers. Their artwork and mark-making skills are put on display to boost children's self-esteem. Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised and their efforts are acknowledged appropriately. Children select and choose their own activities and enjoy the responsibility of carrying out small tasks, such as tidying up before lunch. They develop self-care skills, for example, putting on their own coats before going outside, attending to toileting needs and making healthy choices at lunch and snack times, learning skills for the future. Staff support children well, so they understand the importance of good personal hygiene. They all wash their hands before they eat and after using the toilet.

There is a good nappy-changing procedure for babies and young children and staff ensure that they are sensitive with them. Meals and snacks are fresh, healthy and nutritious as the food is prepared on-site. Staff have a good system in place to support children with any particular dietary needs. This procedure includes obtaining all the required information from parents, writing detailed care plans and regularly reviewing them. Children's health and well-being is very well promoted. They are supported well in learning to stay safe. Safety surfaces outdoors enable children to take risks but hazards are removed and they take part in weekly evacuation practises.

Children are well prepared for the next stage in their learning and development as the setting supports them in making the transition to school. They develop confidence in various social situations, which prepares them for moving on.

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

Leadership and management of the nursery are strong and set high standards for quality. Regular monitoring of the daily organisation and the educational programme along with the use of reflective practice ensures that staff focus on continuous improvement. The manager has an excellent understanding of the safeguarding and welfare requirements and she ensures that these are met in a professional and efficient manner. Appropriate staff are trained in first aid. Also, all staff have received safeguarding training and have a secure knowledge of safeguarding issues and procedures. Staff's suitability to work with children is thoroughly checked to ensure their safety. Induction and performance management systems ensure that staff remain suitable and are clear about their roles and responsibilities through regular staff meetings, supervisions and annual appraisals. Risk assessments are effective and all areas of the nursery are safe for children to play. Any accidents are recorded and the environment reviewed to see if any further safety measures can be taken, to keep children safe.

Partnership with parents is a very strong aspect of the nursery and parents are kept well informed and involved from the start. Parents' comment on the great benefits of the

consistent staff group and their approachability. They value the support they receive and are confident about raising issues and talking with any staff member about their child. A wide range of information is displayed on the notice boards and parents attend parents' evenings twice a year. Discussion and the sharing of the daily written record keep parents well informed about their child's day. They are invited to make comments on their children's progress and look through their development files.

Staff work very effectively with other professionals, such as the speech and language therapists and the special educational needs coordinator, to support children's individual needs. Information is shared with other providers on a regular basis, which enables all people involved with the child to note their interests, needs and development and effectively promote continuity of care and learning.

Self-evaluation is effective and includes staff and parents through discussion. The manager is clearly able to identify the strengths and weaknesses of the setting and systems are in place to support this. Staff undertake a reflective and evaluative approach to the service provided and are conscientious in delivering good quality care and education for all of the children, who attend. They evaluate activities provided and ensure children remain interested and motivated in their learning. Staff liaise with external agencies or services to ensure that children get the support they need. The partnership with other providers is effective in respect of promoting children's learning and well-being.

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 action. 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	EY369599
Local authority	Lancashire
Inspection number	890859
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	116
Number of children on roll	93
Name of provider	Carr Manor Group Limited
Date of previous inspection	29/10/2008
Telephone number	01772 888066

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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, which are usually the childminder's 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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