

# Carousel Nursery School

46-48 Chiltern Drive, HASTINGS, East Sussex, TN34 3PZ

<b>Inspection date</b>	15/05/2013
Previous inspection date	31/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		1
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

- There is an extensive and well-used range of stimulating play equipment for all children both indoors and outside.
- The staff competently support children's developing communication and language skills.
- The skills that children gain give them the confidence and motivation they need to be ready for school .
- The precise monitoring and assessment processes help to ensure children are making continual progress in their learning and development.

### It is not yet good because

- Previous concerns and actions have been raised in relation to safeguarding policies and procedures.
- The seating in the baby room is not particularly cosy, which means that it is not easy for children to snuggle up together with staff for physical and emotional comfort.

## 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 activities in the playrooms and the outside area.
- The inspector held a meeting with the owner of the nursery and completed a joint observation in the nursery with the manager.
- The inspector looked at children's records, including the assessment processes.
- The inspector spoke to parents and children during the inspection.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation.

## Inspector

Sue Taylor

## Full Report

### Information about the setting

Carousel Nursery School registered in 2006 and has links with the East Hastings Children's Centre. It is run by a private owner who owns another nursery locally. Carousel Nursery School operates from a purpose-built building attached to the children's centre, in the Ore Valley area of Hastings, East Sussex. Children have access to enclosed outdoor play areas.

The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 53 children aged from birth to five years on roll and all are in the early years age range. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are six members of staff plus the owner and all hold appropriate early years qualifications to at least National Vocational Qualification at level 2 and five staff members hold level 3. One member of staff has Qualified Teacher Status for early years and the owner has Early Years Professional Status. The nursery provides funded free early education for two-, three- and four-year-olds.

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

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

- enhance further the environment of the babies' room to enable staff and children to sit together in comfort.

### Inspection judgements

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

The staff provide excellent support to encourage and promote children's progress in their learning and development. They are meticulous in their assessment of children's achievements and in planning for the next steps in their learning. By taking children's interests and choices into account, they are enthused and motivated to take part in activities. As a result, the staff prepare children for the next stage of their learning whether at the nursery or in moving to school extremely well. Supporting children's communication and language development is a strength. The staff use their 'Every Child a Talker' training extremely well. They ask questions of children that need more than a yes or no response and give time for them to think of their answer. Working in partnership with parents and others, helps ensure the right support for an individual child is in place. Careful and precise monitoring of children's progress enables staff to quickly identify any

achievement gaps and plan to help children overcome these. The detail gained makes sure that the staff are comprehensively prepared for completing the required progress check reports for children when they are aged between two and three years. Each child's 'Learning Journey' file is up to date and regularly shared with parents. Staff discuss children's next steps and suggest how parents can support learning at home. The files are easily available to parents on a daily basis. The nursery uses displays and detail about planning to inform parents of what their child is doing and staff are always on hand to discuss any issues or share children's achievements.

Children eagerly use the outdoor areas as they decide if they want to play outside. The staff ably adapt their plans for supporting children's individual learning needs. For example, to develop young children's understanding of numbers and counting, the staff use a large dominoes game outside. This encourages children to count and recognise the same numbers. While exploring dough, children use their imagination to make birthday cakes and count the pasta candles. The staff promote children's physical development extremely well with various writing materials indoors and outside. The children learn to access the low-level storage boxes safely as they make choices about their play. Children gain confidence in what they can do as staff consistently encourage children to try things for themselves. The staff thoroughly support children's imagination and creative development. Babies have an extensive range of sensory items and different materials to investigate. With the staff, older children excitedly use the projector to enlarge images of aliens on to a sheet of paper on the wall. They use torches as they play a game in a tent. Children have thought-provoking discussions with staff about why the torches, that are rechargeable, have stopped working.

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

Children settle extremely well, gaining a very positive sense of belonging and well-being. The key person system is very strong and staff develop excellent relationships with children. Babies and toddlers have their own room and outdoor area so they can meet their developing needs in safety. They have regular visits to the main nursery room, such as having lunch with their older siblings. This ably helps support their future move as they become very familiar with the surroundings and staff. The staff meet children's individual needs exceptionally well and create a nurturing environment. They speak very positively to the children. Children's behaviour is excellent and there are no concerns about how staff manage children's behaviour. As a result, children are confident, motivated, keen to learn and take part in activities. They demonstrate impressive independence skills as they make decisions about their play, indoors and outside. Staff are always on hand but consistently encourage children to do things themselves. For example, they put their coats on to go outside or decide what they want to play with. The staff provide highly effective supervision but encourage calculated risk taking so child learn how to keep themselves and others safe. For example, children have easy access to scissors in the art area or explore and use real child-size tools in the garden room. At circle times, the staff provide excellent encouragement to children in thanking others. The staff's knowledge of each child's needs and background means they are able to sensitively support individuals to behave in acceptable ways.

Drinking water is easily available both indoors and outside for children to have when they want. Children go to the toilet when they need and know to wash their hands before eating. The staff have an excellent understanding of the need to promote healthy eating. They provide healthy snacks and regularly share guidance with parents about healthy options for packed lunches. Children grow plants in the garden and get to explore these closely. For example, some children help the staff cut back the mint bush and dig up some baby carrots. The inspiring outdoor environment promotes children to learn outside as well as indoors. The exciting areas and extensive resources support children's imaginative play, such as at the 'campsite' or in the 'space rocket'. Children are encouraged to create their own den using the climbing frame and large pieces of fabric. The highly stimulating environment continues inside with different open plan areas with a wealth of resources at child height. The baby and toddler room has an excellent range area of resources and equipment. These include manufactured toys, and natural and unusual items for exploring. Staff sit on floor mats with babies and toddlers as they share books or have cuddles. There is a feeding chair but there is no other comfortable seating where they can snuggle up together to support children's personal, social and emotional development. The baby and toddlers' outdoor area significantly supports their early learning. This helps promote their physical development particularly well. They make marks on the chalkboards, manoeuvre the ride-on toys or get into the sand pit and use the varied tools to play and explore.

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

The inspection was brought forward because of concerns raised about how the nursery safeguards children. Ofsted completed an investigation following the provider's notification of an incident at the nursery. It was found that there was a delay in the provider informing the local authority duty officer (LADO) about a safeguarding issue. In addition, the provider did not have a written explanation of the procedure to take in the event of an allegation against a member of staff. This meant that specific requirements of the Early Years Foundation Stage framework were not met. Two actions were set for this to be remedied and Ofsted were satisfied that the provider met these. During this inspection, the necessary documentation was seen to be in place. This gives clear information to staff about the procedures to follow and to ensure that the appropriate authorities are informed without delay. The staff have an excellent awareness of the process they need to follow if they have any safeguarding concerns. The recent training in child protection for senior staff helps consolidate their previous knowledge and contributes to the protection of children.

All required records and documentation are in place and well maintained. Staff record accidents and incidents and share the details with parents who sign the forms. The well-written policies and procedures are available for staff and parents. These include those for behaviour management that, for example, refer to how staff manage the behaviour of children who bite. The complaints policy is on display on the parents' notice board for easy viewing and the provider follows the correct procedures. The staff carry out risk

assessment checks daily to help ensure the environment is secure and safe for children. Safety is a high priority for the nursery, for example, there are hinge guards on all doors, double handles and viewing panels. The staff hold meetings after any incidents to see if improvements could be made or any changes in practices needed. A robust recruitment process is in place and staff do not start work without the appropriate suitability checks completed. The manager routinely observes and assesses the staff during their work as part of their ongoing professional development. Regular opportunities for training are available, helping to extend staff's knowledge. This helps to ensure they are consistently able to support positive outcomes for children. The owner has an excellent awareness of the strengths of the nursery and recognises improvements are always possible. The recommendation set at the last inspection to improve the sharing of children's next steps in their learning is met particularly well. The nursery demonstrates an excellent capacity to sustain improvement in the outcomes for children.

The staff meet the learning and development requirements exceptionally well to provide children with an excellent stimulating learning environment. Carefully monitoring and tracking processes enable precise checking of children's progress, for example, as individuals, age group or key person groups. This means the provider and manager are very aware of the areas to consider for improvement. The staff have effective working relationships with other professionals and most parents to support children's development and welfare. Working with other early years providers is an established practice. With parental agreement, they communicate and share information to make sure consistent care and learning is in place.

### **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

<b>Unique reference number</b>	EY335943
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	893823
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Amber Sian Richardson
<b>Date of previous inspection</b>	31/10/2011
<b>Telephone number</b>	01424 726485

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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