

Carlton & Gedling Day Nursery

37 Gedling Road, Carlton, NOTTINGHAM, NG4 3FD

Inspection date	21/08/2013
Previous inspection date	03/12/2012

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 are happy and make good progress, their development is well-monitored and their next steps in learning are accurately identified and well planned for.
- Skilled practitioners provide a stimulating environment where children are enthusiastic to investigate, learn and have fun.
- Children are supported sensitively during transitional times in their learning. The key person and practitioners communicate effectively with parents, other practitioners and teachers to identify and plan appropriate activities to help children settle and move on to their next stage in their learning.
- All children are warmly welcomed and fully included in the life of the provision. They are respected as individuals, treated with kindness and their emotional security is given high priority. Relationships with the practitioners are warm and nurturing.

It is not yet outstanding because

- There is scope to improve children's understanding of technology in the toddler room, through providing a range of materials and objects to play with that work in different ways for different purposes.
- Practitioners do not consistently offer children explanations in order for younger children to learn from their actions.

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 four playrooms and both outside play areas.
- The inspector undertook a joint observation with the manager.
- The inspector spoke with the provider, area manager, manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation, and a selection of policies, practitioners and children's records.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Sue Riley

Full Report

Information about the setting

Carlton & 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. The nursery operates from a large detached property between Carlton and Gedling in Nottingham. It 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, one holds an appropriate early years qualification at level 5, two at level 4, nine at level 3, and one at level 2. The provider is a qualified teacher and hold Early Years Professional Status.

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 78 children aged from 10 months to six years on roll. Of these, 69 children are within the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. 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 further improve the quality of the early years provision the provider should:

- improve the range of activities and experiences offered to children in the toddler room, around the area of technology, for example, by providing opportunities for children to understand how to operate simple equipment and show an interest in technological toys, to improve their skills
- develop consistency within the practitioner team in how they manage children's behaviour, with particular regard to ensuring that children are always given clear explanations of their actions.

Inspection judgements

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

Practitioners at this welcoming nursery have a positive impact on children's learning and development. Children make good progress in relation to their starting points and abilities. Practitioners gather useful information about children's care and learning before they start

at the nursery. They carry out an initial assessment of children on entry to enable them to set children's next steps in their learning. Practitioners understand the Statutory framework for the Early Years Foundation Stage and carry out regular observations and assessments of children. Parents are offered the opportunity to see their child's progress in their development records and regularly speak with their child's key person. They are also provided with their child's targets and ideas of how they can support their child's learning at home. Practitioners have a good understanding of how children learn and they plan exciting and motivating activities for them. They understand that children learn well from first-hand experiences and strive to provide as many as possible for those at the nursery. Planning effectively supports individual children in their learning and development, it covers all areas of learning and provides appropriate challenge for all children. Practitioners monitor progress by continually observing the children, making notes of what works well and developing activities to ensure the children progress to the next stage of development. The figures from each individual progress report are collated by the manager to show how the children are performing throughout the nursery compared to the early learning goals, to ensure that all children are making good progress. A progress check at age two is carried out around each child's second birthday. This progress check is given to the parents to share with their health visitor if necessary.

Children are interested and engaged in their play and they can choose from a wide range of well organised and stimulating resources which enhance their development. However, the children in the toddler room do not have free access to a range of toys that promote technology, which does not enhance their ability to explore and learn about how things operate, for themselves. All the children can join in with the good range of activities because at the setting they promote an inclusive environment. Practitioners use good quality interactions and open questions to encourage children to think further and enjoy language. Children's work is displayed throughout the nursery to make them feel valued and acknowledged.

Children's independence is promoted throughout the whole nursery. For example, in the baby room the sand tray is placed at floor level so the younger children can crawl into it and explore the sand for themselves. Children enjoy playing with the parachute in the garden and sing number rhymes as they bounce the objects off the parachute. One child states they have 'zero' when all objects have been bounced off, demonstrating their understanding of numbers. Children also know how to wait and take their turn as they play games, such as 'cat and mouse' with the parachute. The pre-school children sit very well as they listen to a story about the 'qu' sound and join in with words using this 'phonic' sound. Practitioners encourage children to talk about themselves and they get excited as they talk about their favourite places. One child shares that her favourite place is the park that her daddy takes her to. The children in the toddler room join in and enjoy singing songs, practitioners keep their attention well by using a puppet called 'Mikey'. They play in the role play area and act out life situations. They notice the real potatoes and are encouraged to think about their size and weight as they handle them. Children are growing pumpkins in the garden and learn about growing as they tend and care for the plants. The preschool children play with large 'emergency' vehicles and learn about safety as they play imaginatively with them with their peers. Children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

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

The premises are well maintained and generally well resourced to provide children with a stimulating environment in which they learn and develop. A well-established and effective key person system operates throughout the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children very well and can clearly demonstrate how they are helping them to move forward and make good progress. Practitioners in the baby room provide young children with physical interaction and cuddles. This helps them to form secure emotional bonds and attachments. Older children are quick to seek out practitioners for a cuddle if they become tired or need reassurance. Children are supported well in their transitions between rooms and parents are fully involved. They are introduced to their child's new key person and new routines are explained. Practitioners ensure that children are familiar with the room they are moving into by taking them on visits and they share progress reports and any individual information needed to help children to settle. Their transition on to school is also good, as the nursery has built up secure relationships with the local schools in order to fully support the children.

Throughout the nursery, children spend time with other groups in the outdoor activities. This helps them to become familiar with other children and practitioners. Children's health is well promoted and there are clear and consistently applied systems in place to protect them from infection. Effective systems are in place to inform practitioners of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. The children benefit from the balanced menu offered. Younger children are supported to feed themselves and practitioners sensitively encourage them in this learning experience. Mealtimes for older children are sociable occasions as they sit together in small social groups. They learn how to use utensils correctly, this helps to prepare them for school and promotes independence.

Children's behaviour is good, they know how to move safely through the nursery and start to take responsibility for their own behaviour. However, some opportunities are missed by practitioners to explain to the children the consequences of their actions. Children thoroughly enjoy spending time outdoors. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as practitioners incorporate gentle reminders of how to use resources safely as they play. For example, as children go up and down the stairs, practitioners remind them to hold on to the bannister rail. Children form very positive relationships with both adults and their peers, working happily alongside each other as they learn to share and take turns. They are polite and use please and thank you as part of their normal daily routine. Practitioners role model good social behaviour for children and offer them frequent praise. As a result, children gain a sense of good self-esteem because they know that they are appreciated. Children's views are recognised and their interests form the basis of all planning.

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

The registered provider is extremely committed and dedicated to maintaining the highest levels of achievement for the children and their families. Effective management structures are in place and communication with all levels of practitioners is good. Regular and robust reviews of all paperwork and procedures take place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. Children are well safeguarded in the nursery. Extensive child protection policies and procedures are known and understood by all practitioners. The manager understands their responsibilities very well, to ensure that children are safe. Practitioners have a good understanding of child protection issues and work very successfully to support children and families. Effective recruitment procedures ensure that only those suitable to work with children are appointed. Individual induction programmes, appraisals, supervisions, and observations of practitioners are in place, which effectively highlight strengths and addresses training needs. There is an extremely positive attitude towards professional development and practitioners are fully engaged with regularly developing their skills and expertise. For example, management and practitioners demonstrate a significant capacity for continuous improvement and they continually reflect on the service which they provide. For example, for each room the practitioners have completed an in-depth evaluation of provision and they have devised their own action plans. The nursery have addressed the actions and recommendations raised at the last inspection. They welcome feedback from parents and carers, in order to strive for consistently high quality. They are highly effective in developing close partnerships with parents and carers to fully meet the individual needs of the children. For example, they work very closely with parents around toilet training and respect their views at all times. Practitioners share information with them on a daily basis through discussions and the use of the home/nursery link books and by sharing the learning journey records regularly.

The manager keeps well-organised records and policies and procedures to support the children's safety and welfare. This means parents are well informed about how the nursery operates and practitioners are supported to implement them consistently. The senior management team works alongside practitioners so they role model good practice and observes them to identify any areas of their practice which require improvement. There are good processes for supervision as the senior management team have regular meetings and hold appraisals with all practitioners. They agree together what training they would like to access so there is a good culture of continual professional development. This encourages them to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem.

Practitioners complete regular observations of children's learning to assess and monitor each child's development. They complete tracking documents to monitor and review children's achievements across all areas of learning, in order to identify any gaps in learning. The senior leadership team monitors these tracking documents and children's learning journey records. This ensures they are showing an accurate assessment of children's skills, abilities, and progress and can support practitioners to target specific areas of learning if necessary. All children are included and supported well and the nursery

promotes equality and diversity highly successfully. The manager and practitioners ensure that the effective partnerships with parents and external agencies help to secure well timed interventions to ensure children receive the support they need. There is a secure two-way flow of information to support children's learning. Parents comment that they are very happy with the nursery, and their children are very happy and settled. They feel they are very well informed and practitioners are very friendly and flexible. Parents comment that they are aware of where their children are in their development as good information is shared with them both in writing and verbally. They feel that they are very much part of the nursery as the practitioners listens to them and value what they say. Efficient systems are in place for self-evaluation of the nursery to reflect the good practice and prioritise any areas for improvement. Practitioners and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given priority. The nursery are proactive in implementing the changes necessary to sustain improvement and consistently explore new and innovative ideas. For example, they are currently developing a 'mud kitchen' in the outdoor play area, for children to explore the natural world in a more meaningful way.

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	253188
Local authority	Nottinghamshire
Inspection number	928017
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	78
Name of provider	Janet Barbara Budden
Date of previous inspection	03/12/2012
Telephone number	0115 9617083

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Type of provision

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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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