

Carrington Private Day Nursery

315 Mansfield Road, Carrington, NOTTINGHAM, NG5 2DA

Inspection date	18/09/2013
Previous inspection date	12/05/2011

The quality and standards of the early years provision	This inspection:	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 are warmly welcomed in this setting. They have opportunities to initiate their own play through a range of accessible resources to support their learning and development.
- Children form secure attachments with their key person. This helps them to settle quickly and enjoy their time at the setting.
- Children behave well as staff are positive role models and provide the children with appropriate boundaries.
- Partnership with parents are strong. As a result, children and their families are included in the setting and their skills and achievements are recognised and valued.

It is not yet good because

- Practitioners do not consistently use the children's next learning steps to inform the planning of activities. As a result, planned activities do not always precisely match the individual learning needs of the children and they make satisfactory, rather than good, progress.
- Meal time routines do not fully support children's learning in relation to; good social skills, appropriate hygiene practices and developing their independence.
- The monitoring of practitioner's performance by managers, is not fully effective and teaching is, therefore, inconsistent.

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.

Inspection activities

- The inspector observed activities in all the playrooms and the outside play area.
- The inspector undertook a joint observation with the owner/manager.
- The inspector spoke with the owner/manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journal records, planning documentation, a selection of policies, and 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

Carrington Private Day Nursery opened in 1991 and was extended in 2004. It is registered on the Early Years Register. It operates from a detached three storey Victorian building, with the ground floor and first floor accommodation used by the children. There is also access to a kitchen, toilets, staff facilities and an enclosed outdoor play area, which is adjacent to the building. The nursery is situated in Carrington and is in close proximity to Nottingham City Centre. Children and families attend the nursery from the local and wider communities. There are currently 102 children attending within the early years age range. The nursery receives funding for the provision of free early education to three- and four-year-old children. The nursery supports children with English as an additional language and children with special educational needs and/or disabilities. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year, closing only for Christmas week, the last week in August and all main bank holidays. The nursery employs 20 members of childcare practitioners. Of these, 17 hold appropriate early years qualifications and three are working towards a qualification. One practitioner holds Qualified Teacher Status. The nursery are members of the National Day Nurseries Association.

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 learning experiences across the seven areas of learning and development by taking into account the individual needs, interests and stage of development of each child, so that all children make good progress.

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

- improve the organisation of meal times to ensure they better support children's learning and encourage their independence
- improve the methods for reviewing and monitoring practice so that weaknesses in practitioner's performance are quickly identified, action is taken to address these and any required training can be sought.

Inspection judgements

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

Children make satisfactory progress towards the early learning goals and are learning a satisfactory range of skills in preparation for school when the time comes. They enjoy activities and experiences, covering all areas of learning, in a child-friendly environment. Practitioners carry out an initial assessment of children on entry to enable them to assess where they are in their development. They identify children's next steps in order to advance their learning, but this information is not used effectively in planning to ensure that activities precisely match children's individual learning needs. As a result, children make satisfactory, rather than good, progress. Practitioners understand the revised Statutory framework for the Early Years Foundation Stage and carry out regular observations of children. They know individual children reasonably well, and plan daily activities for the whole nursery around one aspect of learning. However, this practice does not meet the individual learning needs of all children. For example, according to the development records some children have not made any progress in over a year in some areas of their personal, social and emotional development and in their communication and language development. This means that some children are not making best progress and assessment of children's learning is not consistently rigorous. Practitioners engage effectively with children, listening to and observing them to know when to offer support or allow children to direct their own play. Practitioners in the toddler rooms have an awareness of how to carry out the Early Years Foundations Stage 'progress check at age two'. They understand how to involve parents in the process, so that they can share what they know about children's learning.

Parents are offered regular opportunities to see their child's progress in their learning journal records and to speak with their child's key person. The key person system supports the partnership with parents. Practitioners are confident in engaging with parents to report on children's progress. Parents are involved in their child's learning and development within the nursery. For example, they participate in different workshops that the nursery runs and attend the open sessions, where they can actively play with their children. Most children are enthusiastic and engaged in their learning, and display some of the characteristics of keen learners. They are confident to try and take part in activities. Some children, of all ages, attend the nursery speaking additional languages at home other than English and they are well catered for. Practitioners throughout the setting, are aware of the languages spoken at home, and support children to use their home languages within the setting.

Older children play cooperatively with each other. For example, some children use the large wooden climbing structure as their boat and they pretend to go fishing with their friends. Practitioners are specific when they praise the children, so they know what they have done well. Children are happy to receive praise from the practitioners and respond positively. They handle equipment well and use their small muscles with good control, for example, cutlery when eating and paint brushes when making marks. Children, when playing outside in the fresh air, have opportunities to develop their larger muscles. The younger children enjoying playing in the sand pit outside as they can 'sit in' and play with the sand using more of their senses. They lift the heavy trucks that they have filled with the sand and carry them to where they want them to be. The very young children are beginning to be confident with the use of simple technology as they play with interactive toys. The children enjoy the 'Bongo, Bongo' sessions as they join in the singing and actions. Their faces light up as they play with the parachute and gain a sense of

amazement as it billows over their heads.

Independence is generally promoted as practitioners encourage children to do things for themselves, but are there for support as needed. For example, the toddler children wash and dry their own hands before eating their snack. Children select books and demonstrate a suitable understanding of how they work. All parents benefit from being made aware of the overall plans made for children's learning, which are displayed around the nursery. This enables them to know what type of activities to promote at home to continue their children's learning and development. They can access their children's development folders at any time and benefit from receiving a review form once a term which gives them an overall summary of the progress their children are making. Children and families who have English as an additional language are well supported as the practitioners provide relevant opportunities for children to settle well and be fully involved. The pre-school children enjoy learning French and eagerly join in as they learn their colours in French.

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

Children are happy and confident due to a suitable settling-in process. Time is taken to establish relationships and obtain useful information from parents about children's general care needs, home practices and routines. Children separate from their main carers confidently as they are assigned a key person, and secure attachments are formed. Practitioners are quick to praise and build self-esteem and as a result, children develop the self-confidence to participate in, and experience, a range of learning activities. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the nursery and sharing resources amicably. The key person learns about each child's backgrounds and values and celebrates difference. Practitioners are good role models for the children as they treat them with respect. They get down to the children's level and use age-appropriate explanations to explain why certain behaviour is unacceptable. As a result, the atmosphere in the nursery is calm, relaxed, respectful and caring.

Children's health and welfare is sufficiently supported as they enjoy snacks and meals in accordance with their dietary needs and preferences. Meal times are social occasions when the children sit together at low tables and chairs and are offered appropriate cutlery. However, at times these are very frenzied and children are not learning appropriate table manners and skills. For example, food, such as pieces of cake are placed straight onto a table. Further more, the table is not wiped between courses. This results in children eating their pudding whilst the remains of their lunch is on the table in front of them. Practitioners do not always sit with the children and keep a calm atmosphere. Some practitioners do not know which way the cutlery should be placed so children are not learning how to use these effectively. Children know where to access their drinks at any time throughout the day. They routinely wash their hands so they are learning hygiene routines. This also helps to promote independence as they learn to manage their own personal hygiene routines. Children enjoy fresh air and exercise as they play outdoors. The nursery run a 'healthy body, happy mind' week which includes many activities to promote a healthy lifestyle including inviting parents to share a healthy breakfast with them.

Practitioners have a range of procedures and policies in place to help keep children safe. Children are offered varied opportunities to learn about risk and how to keep themselves safe. Routine risk assessments ensure that indoor and outdoor environments are safe. Practitioners work well as a team and are deployed within the nursery to ensure children's safety and allow them to access all areas with support. Children are taught to keep themselves safe as they learn to walk up and down the stairs and to sit down to eat. They also take part in regular fire evacuation drills. Children feel safe and secure in the nursery as practitioners are always on hand for reassurance. This close supervision helps to give children a sound sense of well-being, especially when new to the setting. Children enjoy a smooth transition from home to the nursery and from one playroom to another. They benefit from gradually being prepared for these changes, which results in them developing the necessary skills to embrace new experiences and to settle appropriately. Practitioners seek specialist advice for children with special educational needs and/or disabilities, which enables them to use effective strategies to support them. As a result, children make satisfactory progress to catch up in their development.

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

Children are kept safe and secure at the nursery as the owner/manager understands their responsibilities in meeting the welfare requirements of the Statutory framework for the Early Years Foundation Stage. For example, they understand the signs and symptoms of abuse. All practitioners have a sound knowledge of how to keep children safe. There are robust procedures in place to recruit staff, and new nursery practitioners follow an induction programme. This ensures they fully understand how to implement policies and procedures to promote children's health and safety. The owner/manager fully understands her responsibility in meeting the learning and development requirements. The deputy manager works in the all playrooms with the practitioners, which enables her to monitor the educational programmes and children's learning. However, the monitoring of staff's practice within the nursery lacks rigour and consequently weaker practice is not always identified. This results in children not always being presented with sufficient challenge, because the quality of teaching is inconsistent. Regular supervision meetings are undertaken between the practitioners and the senior management team. Practitioners benefit from the regular staff meetings where all issues and practices can be discussed and reflected upon. An established system of annual appraisals ensures practitioners feel valued and supported.

The owner/manager understands the importance of working with external agencies. Practitioners work closely with the local authority coordinator's and other professionals as needed. This enables the nursery to draw on expertise and provide support for children, so they make suitable progress in their development. This helps them to inform and develop their practice. The nursery maintains clear and concise policies and procedures which are made available to parents. Practitioners ensure children are provided with a safe and secure environment both indoors and outdoors. They identify all hazards and take appropriate steps to minimise them. The owner/manager and all practitioners strive to

improve the quality of care and learning for all children. For example, they regularly access training to improve their own knowledge and understanding.

The nursery uses a self-evaluation document to demonstrate their strengths and some areas for future improvement. All recommendations have been improved upon since the last inspection. Parents are encouraged to provide the nursery with their views in different ways. They have the opportunity to record their views in written questionnaires or discuss them verbally with practitioners on a daily basis. Parents are very positive about the nursery, they have recommended the nursery to others and state that all practitioners are very approachable and helpful. Parents state that items go home so they know what the children have been doing and are given a photograph book when they move onto school. Parents comment on the recent trips out to the town and castle, which their children enjoyed. They state that children are always busy and happy when they see them at nursery. Parents state that they feel the strength of the nursery is that the practitioners always listen to them as parents and follow what they ask for. The nursery have recently set up a 'parent's support group' which gives parents more of a voice in the running of the nursery. The owner/manager and practitioners address inclusion appropriately with regard to finding out about children as individuals and addressing their different needs. Resources and planned activities are used effectively to raise children's awareness of diversity. Partnerships with other providers are well established in supporting children who attend more than the nursery. Practitioners work with specialist providers, to develop strategies to support children who need additional support. This process effectively helps to support partnership working and continuity for children and their families. This is evidence that partnerships with other professionals and agencies are securely in place.

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	254597
Local authority	Nottingham City
Inspection number	910358
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	82
Number of children on roll	102
Name of provider	Tina Ann Jones
Date of previous inspection	12/05/2011
Telephone number	0115 9691170

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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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