

Carousel Nursery School

1 Westmoreland Close, St. Leonards-on-Sea, East Sussex, TN38 9LF

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| Inspection date | 21/02/2014 |
| Previous inspection date | 01/02/2010 |

| The quality and standards of the early years provision | This inspection: | 1 |
|--|-------------------------|----------|
| | Previous inspection: | 1 |
| How well the early years provision meets the needs of the range of children who attend | | 1 |
| 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 | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Staff have created an exemplary learning environment, both indoors and outdoors. This promotes a culture of independence and desire to explore with children.
- Excellent, skilful teaching methods are used to promote and develop children's learning and thinking skills. Therefore all children are making excellent progress in their learning and development.
- Detailed planning and assessment allows staff to identify children's abilities and extend their learning effectively.
- Staff are highly consistent with their approach to behaviour management and consequently children display exceptional behaviour.
- Leaders and managers are inspirational and are highly successful at maintaining achievement and driving improvements.

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 all ages of children playing in all areas including outdoors.
- The inspector met with the manager, deputy manager, staff team, parents and children at appropriate times during the inspection.
- The inspector examined a selection of documents.
- The inspector carried out a joint observation with the deputy manager.

Inspector

Sarah Hughes

Full report

Information about the setting

Carousel Nursery is one of two nurseries run by the owner. It initially opened in 1999 and moved to the current position in 2004, a purpose built annex over two floors. The nursery is open each weekday from 7.30am to 6pm for 50 weeks of the year. All children share access to a secure, enclosed, outdoor play area. There are currently 53 children, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for children aged two, three and four. The nursery registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery employs twelve members of staff, of these, all hold appropriate early years qualifications to at least level 2. The nursery has one staff member who has Qualified Teacher Status.

What the setting needs to do to improve further

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

- build on the exemplary procedures that are already in place to ensure all children's parents fully understand how to support children's learning at home.

Inspection judgements

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

Staff display an exemplary knowledge of how to promote each individual child's learning and development through forming extremely strong bonds with the children. They provide a challenging and inspiring programme of activities that is fully centred around the learning needs of the child. Staff competently use their expertise to extend and develop children's spontaneous play by knowing when to step in and maximise the potential of what is occurring as well as planning activities which will meet their interests. For example at the end of a planned activity a child instigated a game with the other children of pass the puzzle around. Enthusiastic staff joined in the game and skilfully extended the game to look at shapes and colour and cleverly involved others to use the computer to play the music. Highly skilful staff know when purposeful play is happening and to not interrupt. For example children engrossed in their play are told 'snack is ready when you are' child replies 'five minutes' and holds up five fingers. As a result children take complete ownership of their play and are entirely immersed in what they are doing.

Staff have excellent teaching skills. The stimulating environment is abundant with language which builds on their communication skills extremely well. Babies experience a running commentary during routines. Staff expertly use these times to promote language skills and allow every situation to be used as a valuable learning opportunity. Staff sustain

eye contact with children and give them time to think and respond. Pre-school children confidently and articulately communicate with each other and adults, asking appropriate questions and giving relevant answers. Vibrant displays are plentiful within the nursery. The boards contain written print and real photographs of current children celebrating the exciting learning and extreme enjoyment that they are experiencing. For example a thought provoking display demonstrates the ethos of the nursery entitled 'Recipe for our Happy school' which has beautiful photographs of the children demonstrating all the ingredients needed for the nurturing, inspiring, calm and happy place. High quality resources are clearly labelled with words and pictures allowing for children to independently access them and understand that print carries meaning. Staff skilfully support children to further develop their independence skills. For example letting them find their spare clothes when wet from water play and choosing what they need, only stepping in if required.

Staff gather detailed information when children start at nursery through working closely with parents and using initial observations in order to establish the child's starting point. This information is used by the nursery to make a baseline assessment in which all future assessment can be compared. The meticulous and detailed planning reflects individual children's interests and ensures that each child experiences all areas of learning. Staff make highly skilled observations which are used to inform assessment and future planning of children's next steps in learning. Staff also make regular summative assessment on the children, including the progress check for two-year-old children. Planning is displayed clearly for all staff to see and contribute to every child's learning and development. Parents are encouraged to be a part of their child's learning through various forms, Learning Journey mornings, and regular key person meetings. By monitoring children's progress extremely closely, staff can promptly identify any gaps in children's development and with early intervention address these.

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

Staff have a highly effective key person system in place, which enables staff to form fantastic relationships with the children and fully understand their emotional wellbeing. For example, as seen in the way the children are confident and secure when they separate from their parents. Staff obtain extensive information from the parents about children's individual routines, particularly for the babies. This helps staff build secure bonds with the children. This can be seen in the exceptionally strong attachments that staff have with children and the security that the babies seek from the staff. A dual key person system ensures continuity of care. Staff have created an awe inspiring learning environment using high quality resources. Children are given the time to take their learning in the direction they want, creating their own challenges. The environment both indoors and outdoors lends itself entirely to children's needs and staff ensure that everything is based around the children. Highly skilful staff tune into the children's ideas to extend and build on their learning and play, knowing when the optimum time to intervene is. The baby room is rich and vibrant and has a calm feel about it with easily accessible resources. For example low bookcases allow babies to choose from a wide range of books. Staff communicate extremely effectively with each other and as a result of this create a happy, relaxed and

nurturing atmosphere for the children to flourish in. The outdoor area is a highly stimulating space in which the children can explore. Staff provide innovatively arranged resources such as drain pipes, coloured spaghetti to cut, bugs with wood and mud kitchen. This encourages children to explore and engage in their learning.

Children behave exceptionally well and are polite to each other and staff, spontaneously saying, 'please' and 'thank you'. The highly supportive atmosphere allows children to play cooperatively by sharing the resources. They help each other and listen to what each other is saying. For example when a child was having problems using the computer another child happily came over and helped, they then continued to share the use of the computer. All staff are consistent with their approach to behaviour management and a highly effective procedure is fully embedded throughout. They use appropriate methods for the different ages and developmental needs of the children to deal with any challenging behaviour.

Staff provide an extensive range of resources and activities to help children learn about healthy lifestyles. Lunches and snack times are a happy and social occasion. Children are encouraged to help themselves to snack by cutting their own banana and buttering their own crumpet. Therefore developing their independence and problem solving skills as children soon learn if they have taken too much butter. Staff take this opportunity to promote their vocabulary and communication by describing the colours of the vegetable sticks. Therefore allowing the children to extend their speech and language skills. Children are enthusiastic to help with the practical activities of clearing the table and washing up the cups and plates after snack. Children have a packed lunch that parents provide. Staff make parents aware of what should be in these by giving them a leaflet containing healthy option suggestions and foods to avoid due to allergies of other children. Children display excellent hygiene routines and can independently wash their hands. Staff encourage them to wipe their faces using the cleverly placed mirrors to help them. Younger children are supported innovatively by wiping their hands with a wipe after they have had their nappy changed. Fresh water is available for the children at all times, this means children can easily get a drink when they are thirsty to remain hydrated and this develops their understanding of a healthy lifestyle. Children's physical development is significantly promoted by the inspirationally designed free flow outdoor curriculum. This allows children regular access between the indoor and outdoor space and allows for physical play to occur throughout the day. Children have abundant occasions to acquire self-care skills as they need to put on their coats and shoes when choosing to go outdoors.

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

Strong leadership and management underpin a highly efficient team that is meticulous in providing a safe and stimulating environment for children to learn and develop within. Leaders and managers have an exceptional understanding of how to meet the safeguarding and welfare requirements. Robust recruitment procedures are in place and all staff are vetted for their suitability to work with children. The highly comprehensive induction programme means that staff have a clear understanding of policies and

procedures and fully embed these in their practice. All staff demonstrate an excellent understanding that if they have a concern regarding the welfare of a child that it needs to be reported and are knowledgeable with the process involved. The deployment of staff and safety of the nursery are highly effective in allowing the children to have free access between the indoor and outdoor learning environments, this allows for uninterrupted learning. This means that staff effectively promote children's safety, welfare and learning.

Highly effective systems of supervision and yearly appraisals are in place. This ensures consistent practice across the nursery and identifies training needs. The manager and deputy work in all areas of the nursery to monitor practice and activities. In addition peer observations also take place and this facilitates a highly reflective staff team which maintains extremely high standards. Exceptionally detailed self-evaluation identifies the strengths of the nursery and allows staff to identify areas for development. The attention to detail of training ensures that a highly motivated and skilled workforce gain each child's full potential.

The manager has set up a database for recording children's development. This method of documenting children's progress allows staff to review and monitor how their learning and development requirements are being met. This also allows staff to clearly identify that children are making the expected progress and identify any gaps in their learning and development.

Parents have extremely positive relationships with the staff and have extensive opportunities to work in partnership with the nursery, such as workshops, termly newsletters and 'Learning Journey' mornings. Excellent communication with parents happens on a daily basis though verbal feedback from the key person and home school diaries. The nursery already has exceptional procedures in place for involving parents. However through its own rigorous self-evaluation it has identified more ways in which to engage all parents in order to extend children's learning at home, even those who are more reluctant. There is a fully comprehensive settling in programme of enrolment sessions and meeting the key person. The staff also organise frequent sessions in the nursery that are tailored to each families specific requirements and needs. This excellent practice ensures that all members of the family feel safe and secure when leaving their child at nursery. Parents were very vocal at the inspection in their praise of the nursery by saying, 'I love it, it's amazing', and 'I feel safe leaving my child here'. Highly effective partnerships are in place with a number of external agencies with the manager working very closely with other professionals in the Children's Centre.

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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 | 508960 |
| Local authority | East Sussex |
| Inspection number | 826204 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 24 |
| Number of children on roll | 53 |
| Name of provider | Amber Sian Richardson |
| Date of previous inspection | 01/02/2010 |
| Telephone number | 01424 854725 |

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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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