

Carrington Private Day Nursery

315 Mansfield Road, Carrington, Nottingham, NG5 2DA

Inspection date	09/09/2014
Previous inspection date	18/09/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider does not have effective systems in place to ensure staff are suitable to work with children. This is with regard to safer recruitment processes and the seeking of references for new staff. This is a breach of requirements and results in a failure to maintain children's safety and welfare.
- Children are not sufficiently safeguarded because the provider does not obtain an enhanced criminal records disclosure in a timely way, in respect of every person aged 16 years and over, who works directly with children. This results in the leadership and management being ineffective overall and places children at risk.
- Occasionally, children are not always given a broad enough range of opportunities to enhance their emerging literacy skills to read and make marks for a purpose.

It has the following strengths

- Teaching is good because staff make effective use of observations and assessments of children's learning, to plan a range of activities that support their progress and enjoyment.
- Staff have effective partnerships with parents and others, which makes a significant contribution to children's individual learning and development.

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 children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the staff and manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the provider's improvement plans.
- The inspector took into account the views of parents spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Dawn Larkin

Full report

Information about the setting

Carrington Private Day Nursery was registered in 1991 on the Early Years Register. The nursery is situated in Carrington and is in close proximity to Nottingham city centre. It is managed by Carrington Day Nursery Ltd. It operates from a detached three storey Victorian building, with the ground floor and first floor accommodation used by the children. There is an enclosed area available for outdoor play. The nursery employs 19 members of childcare staff. Of whom, 17 hold appropriate early years qualifications with one at level 5, two at level 4, 13 at level 3 and one at level 2. 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. Children attend for a variety of sessions. There are currently 119 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is a member 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:

- implement robust vetting procedures to ensure that people looking after children are suitable to do so; this is with regard to safer recruitment and obtaining suitable references on each new member of staff
- ensure that an enhanced criminal records disclosure is obtained for every person aged 16 years and over, who works directly with children and that these checks are completed in a timely manner.

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

- enhance children's interest in literacy by providing more opportunities to read and write for a purpose, for example, by reading recipes when cooking and labelling items they have bought on shopping trips.

Inspection judgements

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

Staff demonstrate a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. This results in good quality teaching and consequently, children are making consistently good progress in their learning and

development. Children's individual learning journey records are maintained well and contain information from parents, regular assessment by the key person and tracking documents to support future plans for each child. The staff and management team have worked hard since the last inspection to improve teaching and learning. Staff make accurate observations and assessments, identifying precise next steps to plan for children's future learning. This ensures staff have a good knowledge of children's development in all seven areas of learning. Through training and implementing changes to planning systems, staff now provide children with a broad range of stimulating activities. This is because staff now consistently use the children's next learning steps to inform the planning of activities. Consequently, planned activities precisely match the individual learning needs of the children, providing challenge and ensuring they make good progress towards the early learning goals. Children are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

The nursery team has created a sensory garden that supports development in all areas of learning. Babies enjoy exploring the sensory garden and the feel of the smooth pebbles as they grasp them in their hands. This supports their hand-eye coordination and staff extend learning by counting the pebbles with the babies and young children. In contrast to the smooth pebbles, babies and young children also enjoy digging in the mud and exploring the different texture of this material. This supports children and babies to be active learners as they explore the interesting variety of the environment. Children's understanding of how to care for living things is promoted well as they grow herbs and vegetables in the green house. They understand the need to water the plants as they are involved in this activity and staff talk to the children about what plants need, in order to grow. Children are given many opportunities to gain an awareness of features in the local environment because they visit the shops, the library and local parks. They benefit greatly from the staff's effective teaching of communication and language throughout the nursery. Staff have implemented teaching ideas from a course to support children's language development. They get down to children's eye level, so the children can see how words are said and encourage eye contact. Staff use a chatterbox with props to extend children's vocabulary. They think carefully when to ask questions, so that children are not bombarded but are also given time to hear language because they model building sentences. Staff listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Children with English as an additional language have confidence to learn English because they have their home language valued in the nursery. For example, staff send home Dictaphones, so that parents can record themselves saying key words and reading favourite stories in their home language. In the nursery, staff use this to support their pronunciation of key words, for example, toilet and drink, in the child's home language. This supports children's confidence and communication skills. In addition, children can listen to recorded stories and look at the corresponding book while staff effectively support language development by pointing out key vocabulary. Children are generally very well supported to develop their literacy skills. On shopping trips, staff support children to find items on their shopping list by encouraging them to listen for and identify the initial sound in words. Their pre-reading skills are further developed by using environmental print around the supermarket and on tins of food. However, this could be further promoted back in the nursery when the children are using the items they have purchased to make pizzas by providing them with even more opportunities to read and write for a purpose. For example, staff talk through

the process of making pizza rather than reading recipes to give children meaning to their reading. In addition, there are opportunities to give purpose to children's writing skills by labelling the ingredients they will use in their pizza making.

The nursery values the role of parents and has very effective partnerships in place. This ensures that children benefit from a consistent approach to their care and learning. Parents are able to be fully involved in their child's learning and development through daily communication and discussions with their key person. Children with special educational needs and/or disabilities are well supported, as practitioners work closely with parents and outside agencies to identify and meet their needs. Parents are pleased with the progress their children make at the nursery and the variety of experiences provided.

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

The provider has failed to meet some welfare and safeguarding requirements and consequently, children's sense of security and well-being is compromised. The provider completes and obtains Disclosure and Barring Service checks on the vast majority of the nursery staff, however, there are occasions when these checks have not been obtained in a timely manner on a small number of staff. This does not fully safeguard children. The nursery promotes a healthy lifestyle because children have regular access to fresh air, exercise and outdoor play, along with healthy meals and snacks. Children are keen to try a good range of fruit and vegetable because staff plan and provide activities to gain their interests in healthy eating. For example, babies are involved in exploring the textures and tasting different fruits during their play. Older children are involved in helping to grow a range of fruit, vegetables and herbs and then use them when preparing their own vegetable pizzas. Since the last inspection, the nursery has made improvements to the organisation of the mealtimes for the children. As a result, children's independence is now encouraged because staff effectively support all children to feed themselves at mealtimes. In addition, older children pour their own drinks and serve their own vegetables.

Children develop strong bonds with their key persons and the whole staff team. Every child has a key person, who supports a smooth move from home to the nursery. Staff gather key information from parents and through observations during initial visits, in order to get to know children's interests and individual care needs. Children are happy, displaying high levels of motivation and they are confident to access the activities available. Staff are very sensitive to children's individual needs and understand that some children may need additional support at times, in order to feel comfortable and happy. Parents comment that their children are happy in the nursery and describe the staff as, 'amazing, always willing to help and so friendly'.

The move to school is managed through a good partnership with the local schools. Teachers visit children in the nursery to get to know their individual needs and the staff accompany children on extra visits to their new school. Staff take photographs on the school visits and produce individual photograph books for the children about their new school, so that they can discuss the move to school with their family, friends and nursery staff. This supports children to be emotionally ready for school. Children's behaviour is good because staff give children clear boundaries and use age-appropriate strategies to

support this. For example, staff support children in turn taking and sharing when they are playing a fishing game in the garden. Children receive lots of positive praise and recognition for their efforts and achievements. This gives children a sense of belonging and achievement, raising their self-esteem. Staff provide children with good guidance to maintain their own safety and that of others as, for example, they are encouraged to pick up scattered toys, so that others do not slip and hurt themselves. In addition, prior to trips to the shops, staff talk to the children about the risks they may encounter to raise children's understanding of personal safety.

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

The inspection was prioritised following concerns raised about the provider's ability to fully safeguard children in the nursery. The inspection found that the provider had failed to obtain and complete a Disclosure and Barring Service check on a member of staff in a timely fashion. Staff, who have not had these checks completed are not left alone with the children as they are supervised by other established staff, minimising the impact on children's safety. The provider does not have rigorous vetting procedures in place to ensure those working with children are suitable to do so because, for example, written references are not obtained before staff begin work at the nursery. These weaknesses in practice are breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage and do not fully safeguard children's well-being.

Staff understand the policies and procedures about child protection and are clear regarding their roles and responsibilities to ensure children are protected and kept safe. In addition, they are clear on the procedure to follow if they had a concern about the conduct and practice of a member of staff should this arise. A good induction package is in place to ensure staff understand policies and procedures to keep children safe and assure the smooth running of the setting. Part of this induction package involves the more experienced staff mentoring new members of staff to support their understanding of their roles and responsibilities. All staff have attended behaviour management training to ensure staff have a good understanding of using a range of different strategies to promote children's good behaviour. Staff are appropriately deployed to ensure adult to child ratios are maintained and they supervise children closely. Staff hold current paediatric first-aid certificates, which supports their understanding of dealing with minor injuries and keeping children safe. Written records, including details of incidents, accidents and complaints, are well maintained. All visitors are asked to sign in and out of the building and the external gate to the nursery is secure to ensure the children's safety. Children are generally cared for in a safe and secure environment as staff complete suitable risk assessments and daily checks. Staff are vigilant to minimising risks throughout the day. They warn children about the hazard of slipping on scattered toys before supporting them in picking up the toys. The premises are safe because nothing harmful is stored in children's reach, for example, cleaning materials are stored in rooms or areas that children cannot access.

The nursery has made improvements since the previous inspection by Ofsted. As a result, they have met the action and the recommendations raised for improvement, due to the dedicated response from the staff and the management team. Advice and support from

the local authority has also supported the nursery to implement the improvements raised at the last inspection. Staff have attended training on observation and assessment. Together with improved systems, they now ensure that planning takes account of children's individual needs, interests and stage of development. Staff now provide children with challenging and enjoyable experiences across the seven areas of learning. The organisation of mealtimes has improved to ensure children are better supported and their independence is promoted through self-help skills. Improvements have been made to the methods for reviewing and monitoring staff practice, in order to identify any weaknesses quickly and give the required support. The management team now formally monitors staff performance through appraisals, supervisions, observation and informally by working alongside their team. Since the last inspection, peer observation has been introduced to share good practice and help to target areas of development. This information is used to identify training needs and target support. Staff are then supported to attend relevant courses, in order to improve their knowledge and skills to further enhance the children's learning. For example, staff have been trained and implemented a communication and language scheme. Consequently, children's communication and language skills have greatly improved. The management team works with the local authority to evaluate and audit their practice, suitable action plans are in place and implemented. The management team monitors the progress of the children and the educational programmes. This is completed with the use of regular team meetings, observations, next steps for learning and tracking children's achievements. Consequently, the teaching is good and children's learning is strong. The management team works with the local authority to evaluate and audit their practice and suitable action plans are in place and implemented.

The nursery has high levels of engagement with parents because they seek parents' views and involvement in a variety of ways. This helps to ensure they have a firm understanding of the needs of children and families. Parents are provided with detailed information through an informative website and they are kept well informed through notice boards, daily communication, parents' evenings and workshops. For example, workshops are organised to support families with preparing a child for the move to school. In addition, the nursery has organised information sessions about promoting speaking and listening with young children and using story sacks to promote enjoyment of stories, so parents can feel informed about these areas of learning. Consequently, parents feel confident in being able to support their children's learning at home. Staff have good relationships with a range of other professionals and this ensures that children's specific needs are assessed and that appropriate support is given over time.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	988662
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	82
Number of children on roll	119
Name of provider	Tina Ann McLachlan
Date of previous inspection	18/09/2013
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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