

# Carrington Private Day Nursery

315 Mansfield Road, Carrington, Nottingham, NG5 2DA



## Inspection date

4 March 2015

Previous inspection date

9 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children in the pre-school room excel in their progress. This is because the quality of teaching offers children a consistently high standard to thrive in all aspects of their learning, including their readiness for school.
- Staff are committed and enthusiastic in their approach to caring for children. Consequently, all children including those with special educational needs and/or disabilities or children who speak English as an additional language, develop a strong sense of belonging. They become confident, independent learners who enjoy their time at the nursery.
- Staff are proficient in child protection procedures. They clearly demonstrate their understanding of what to do should they have any concerns about a child's welfare. As a result, children are effectively safeguarded.
- Highly effective systems are in place to monitor children and staff suitability, training and performance. This is because the leadership and management are strong, which promotes a whole nursery approach to self-reflection contributing to robust improvements.
- Staff build strong relationships with parents from the start. The key person effectively keeps them informed about their child's daily activities and achievements.

### It is not yet outstanding because:

- On occasions, some babies are interrupted in their play. This is because some staff do not always allow them to explore and extend their own learning during sensory play.
- Sometimes, staff talk too much about what is happening during sensory activities, which has an impact on toddlers being able to think and respond in a timely manner.

## What the setting needs to do to improve further

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

- provide more opportunities for babies to extend their own learning by providing them with more uninterrupted time to explore with various sensory activities and resources
- give toddlers more time to talk and think during exploring and experimenting with sensory activities to maximise their speaking skills.

### Inspection activities

- The inspector observed and talked with children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the owner/manager.
- The inspector viewed the premises where children have access to.
- The inspector checked the evidence of the qualifications and suitability of all staff that work in the nursery.
- The inspector viewed a range of documents, including children's files and assessment records and staff recruitment procedures. The inspector also looked at relevant policies and procedures and the nursery's self-evaluation form.
- The inspector spoke with parents and carers on the day, taking their views into account.

### Inspector

Judith Rayner

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff know individual children very well. They use information gained from observations and assessments of children effectively, to plan interesting and engaging activities. Children experience a broad curriculum across all areas of learning and development, both inside and outside. Toddlers and babies have good opportunities to explore with sensory resources and activities, and make good progress in their learning. However, sometimes staff do not maximise toddlers speaking skills. This is because some staff continually talk with toddlers and do not always give them time to think and talk about what they are experiencing. Also, sometimes babies are interrupted in extending their own learning when exploring with cornflour. This is because staff sometimes discourage babies from mixing different colours of paint with the brushes in the cornflour. Staff in the pre-school room are very effective in maximising children's literacy skills. They use an abundance of opportunities and resources to help children make marks and recognise letters and words. This is optimised because the qualified and skilled staff consistently use excellent open-questions and model thinking to engage children during activities.

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

Children's emotional well-being is effectively fostered. This is because staff establish excellent relationships with parents and children from the outset. For example, sleep routines and self-feeding habits for babies are fully respected. Children are confident, happy and active learners. Their behaviour is good. From the time a baby starts to the time they leave, they are all warmly nurtured to be confident and independent. Children have extremely secure relationships with staff. For example, babies happily give and receive cuddles with staff. Staff develop children's confidence as they transfer between groups within the nursery and into school. All children enjoy daily fresh air in the well-resourced outdoor area, which enhances their physical development very well. Children are provided with healthy and well-balanced meals appropriate for their age.

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

The owner/manager is totally committed to improving outcomes for children and ensuring the quality of the nursery remains high. For example, she rigorously monitors the performance of staff practice. Regular supervision sessions help to ensure that staff are fully supported in all aspects of their professional development and training opportunities. Previous actions have been successfully addressed. For example, robust recruitment and selection procedures ensure all those that work with children are suitable to do so. Partnership working with other professionals and settings is good. This ensures children benefit from a shared approach to their care and learning. The owner/manager and staff have a secure knowledge of the safeguarding and welfare requirements. They apply a range of robust policies well to ensure that children play in a safe environment.

## Setting details

<b>Unique reference number</b>	254597
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	990706
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	82
<b>Number of children on roll</b>	109
<b>Name of provider</b>	Tina Ann McLachlan
<b>Date of previous inspection</b>	9 September 2014
<b>Telephone number</b>	0115 9691170

Carrington Private Day Nursery was registered in 1991. The nursery employs 21 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, one holds a level 4 qualification, 14 at level 3 and four who are unqualified. The nursery opens Monday to Friday for 50 weeks of the year, closing only for Christmas week, the last week in August and all main bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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