

Carousel Day Nursery

Carousel Day Nursery, 7-11 Hayes Lane, STOURBRIDGE, West Midlands, DY9 8QJ



Inspection date

29 May 2015

Previous inspection date

4 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children with special educational needs and/or disabilities are well supported. Staff work closely with outside agencies and use their guidance to ensure that children move forward in line with their individual capabilities.
- Behaviour is good. Staff skilfully develop children's listening skills, for example, by using rhymes with actions to gain children's attention and encourage them to listen. Staff act as positive role models, and teach children to be polite and kind to each other.
- Children enjoy spending time outdoors to develop their physical skills and continue their learning in the fresh air. They jump in puddles, ride their bikes with dexterity and control, and chase the bubbles blown by staff. The outdoor environment is well laid out with room for children to run and climb, dig in the mud and practise mark making.
- Children are able to initiate their own play. Resources are stored to enable children to easily select what they wish to play with for themselves. Planning develops from children's individual interests and learning journals document the progress that children make.

It is not yet outstanding because:

- Occasionally, the organisation of activities does not always enable all children to fully participate. For example, during story time in the pre-school room children are asked to leave the activity, before it has finished, to get their lunch.
- The monitoring of staff practice is not always wholly effective in making sure that the consistency of teaching throughout the nursery continues to improve. Staff supervisions and appraisals are not regular enough to identify training needs as promptly as possible.

What the setting needs to do to improve further

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

- develop a more effective system of monitoring and supervision in order to identify all training needs more quickly, and enable all staff to fully extend children's learning as promptly as possible
- review the organisation of activities, especially at lunchtime, so that children's enjoyment is not hindered or interrupted.

Inspection activities

- The inspector observed the quality of teaching, and the impact this has on children's learning both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and looked at relevant documentation including evidence of the suitability of staff to work in the nursery.
- The inspector spoke to parents and children, and took account of their views.

Inspector

Becky Johnson

Inspection findings

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

The nursery is well organised, and provides children with a warm and welcoming environment in which to learn and develop. Children's communication skills are developed and encouraged. Staff give younger children time to repeat simple words. Older children take part in activities that help them to learn the sounds letters make. They also name different musical instruments and are able to say if they are playing them slow or fast. Staff extend the activity to introduce different words, such as loud and soft. Children develop their imaginative skills as they act out real-life situations. They pretend to dye their friend's hair at the role-play hairdressers before they dry it, and put in pretty slides and bows. They use expressive language as they talk about making curls. Children enjoy looking at books and listening to stories. They know that the author writes the words and the illustrator draws the pictures. They recognise rhyming words because they sound the same. Occasionally, children's enjoyment of stories is disrupted because other daily routines, such as lunchtimes, are given priority. Parents are fully involved in their child's learning. Staff have developed a booklet to inform parents about the progress check for children between the ages of two and three years, and to ask for their input. Parents are encouraged to share information about children's interests at home.

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

The key-person system is effective. Key persons know their children well. As a result, children are emotionally secure, and are settled and happy in their play. Children's moves between rooms are well planned for and are very much based on children's individual needs. Recent staff training has given staff additional skills and knowledge that mean children with special educational needs and/or disabilities are well supported to make good progress. Staff use All about me books that include photographs of children and family members to start conversations, and help children develop their sense of belonging. Children are beginning to understand about being healthy. Staff teach them about healthy eating and, for example, that milk makes their bones and teeth big and strong.

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

Safeguarding procedures are good and are implemented well. All staff are aware of their role in protecting the children in their care. The nursery staff work closely with other professionals and settings that children attend. For example, they work with teachers to help prepare children for the move to school. Managers keep a check on the quality of teaching and make sure it is of a good standard. However, these checks are not regular enough to rapidly improve quality of teaching to the very highest of standards. Staff take account of what parents and children think, in order to improve the nursery further.

Setting details

Unique reference number	253793
Local authority	Dudley
Inspection number	854837
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	45
Number of children on roll	72
Name of provider	Mrs J A Fletcher & Mrs M F Hughes Partnership
Date of previous inspection	4 May 2011
Telephone number	01384 898179

Carousel Day Nursery was registered in 1994. The nursery employs 14 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including three with an early years foundation degree. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children who have special educational needs and/or disabilities.

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