

# Carousel Under Fives

Lammas Compound, Lammas Road, Sutton-in-Ashfield, Nottinghamshire, NG17 2AD



<b>Inspection date</b>	26 June 2015
Previous inspection date	28 May 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff use their observations of children to effectively plan for their next steps in learning and to assess their progress accurately. This results in all children making good progress in their learning.
- Strong partnerships between parents and the playgroup staff ensures that parents are kept well informed about their child's development. This enables everyone to work effectively together to support children's continued learning and development.
- Children enjoy outdoor activities that promotes their physical development and helps them to explore the natural environment. There is a good variety of resources in this area, which children can freely access. Consequently, children remain engaged as they play and explore.
- Children behave well. They play harmoniously together and make good relationships with each other and with the staff. As a result, children are happy and display high levels of self-confidence and self-esteem.
- Staff work well together, which means the organisation of the playgroup is effective. The staff provide a relaxed, safe, fun and homely environment where each child is respected and valued.

### It is not yet outstanding because:

- On occasion, staff miss opportunities to use effective questions to extend and develop children's thinking.
- Children are sometimes expected to sit still for too long, as focused activities are not always planned well around the other routines of the nursery.

## What the setting needs to do to improve further

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

- support staff to help children develop their critical-thinking skills, by consistently extending their use of effective questions during activities
- review the organisation and timing of activities, particularly around snack time routines, so that children are not expected to sit for prolonged periods.

### Inspection activities

- The inspector observed activities in the playroom and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Lianne McElvaney

## Inspection findings

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

The qualified staff provide a good range of activities to promote children's learning and development. They follow children's individual needs and interests to plan a balance of adult-led and child-initiated activities. For example, children have fun exploring in the water tray as a variety of resources are available for them to select. Communication and language development is given high priority as staff engage in constant discussions with children and model language during activities. As a result, many children develop good language skills. However, on occasion staff do not always effectively question children during activities to extend their thinking. This means that children's knowledge and ideas are not always explored in as much detail as they could be. Children gain the skills needed for school during adult-led activities as they learn how to listen carefully and concentrate. Children who speak English as an additional language make good progress in developing their language skills. This is because staff speak clearly and make good use of signs and symbols in the environment.

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

Children are happy and secure in the playgroup. They build strong relationships with their key person. Staff know children and their families well and, as a result, children settle quickly. Children receive lots of praise and recognition for their efforts and achievements, which helps to promote their self-esteem and confidence. They learn good hygiene practices through the daily routines, such as learning the importance of washing their hands before snack. Children sit and talk together, developing their social skills as they enjoy a snack and eat their lunch. Following snack times, children take part in singing and story time sessions. However, as this follows a period of time when they have already been seated, some children struggle to remain focused.

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

The manager has a good knowledge and understanding of the safeguarding and welfare requirements. Safeguarding is given high priority. She ensures all staff know the correct procedure to follow if they have any concerns about a child in their care. The manager completes regular supervision meetings with staff to discuss the strengths of the practice and to set targets to improve teaching and learning. Staff recruitment is robust. This helps to ensure that all adults working with children are suitable to do so. A thorough overview of children's progress enables any gaps in the educational provision to be identified and immediately resolved. This ensures that all children, including those with special educational needs and/or disabilities, are making good progress. The manager continually evaluates the quality of the playgroup to ensure continuous improvements are made. Staff attend a variety of training courses to further their professional development. As a result, staff bring back ideas to enhance children's play and exploration.

## Setting details

<b>Unique reference number</b>	253042
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	864489
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Carousel Under Fives Groups Committee
<b>Date of previous inspection</b>	28 May 2010
<b>Telephone number</b>	07926308289

Carousel Under Fives Playgroup was registered in 1976. The playgroup employs four members of childcare staff, all of whom hold an appropriate early years qualification at level 3. The playgroup opens from Monday to Friday term time only. Sessions are from 8.30am until 12pm and 1pm until 4pm, with a lunch club from 12pm until 1pm. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language. The playgroup provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

