

# Carousel Day Nursery

Oxford Road, Waterloo, Liverpool, Merseyside, L22 8QE



## Inspection date

21 July 2015

## Previous inspection date

29 March 2012

<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 make good use of information provided by parents and other providers to inform their planning. Children enjoy the activities provided and make good progress in their learning.
- Staff are well qualified for their roles and the quality of teaching is good. They are skilful in engaging children in activities which are based on their individual interests and preferences.
- Children behave well. They demonstrate kind and considerate behaviour towards others, as staff provide effective praise and support for them to learn about good behaviour.
- Staff provide good support for children to learn about how to make healthy choices. Children show a good awareness of how different foods and drinks can affect their bodies.
- Leaders demonstrate that they regularly reflect on their practice, in order to identify areas for improvement. Their efforts to drive improvement for the nursery have a strong focus on children's attainment.
- Staff demonstrate good knowledge of signs and symptoms of abuse and are confident in following the local reporting procedures, in order to protect children from harm.

### It is not yet outstanding because:

- Leaders are yet to refine the procedures for the supervision of staff, in order to further improve the quality of teaching.
- Staff do not always make the most of opportunities to extend children's problem-solving skills.
- Staff do not always maximise opportunities to promote children's developing independence.

## What the setting needs to do to improve further

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

- embed the new procedures to supervise staff in practice, in order to focus even more sharply on developing the quality of teaching to an outstanding level
- enhance the opportunities for children to problem solve independently, in order to further develop their persistence and curiosity
- make the most of opportunities for children to develop their independence and self-care skills.

### Inspection activities

- The inspector met with the leadership team to review their self-evaluation and operational documents, including policies and procedures.
- The inspector observed activities in all indoor areas and conducted a joint observation with the manager.
- The inspector reviewed children's learning records and spoke with staff and children at appropriate times during the inspection.
- The inspector considered the views of parents spoken to during the inspection.
- The inspector reviewed evidence of the suitability of staff and their qualifications, including paediatric first aid.

### Inspector

Lauren Grocott

## Inspection findings

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

Staff know children well and make effective use of their observations to support children's progress across the seven areas of learning. Staff role-model language well, helping children to understand size and measurements as they tip water into different sized containers. Babies early listening and attention skills are well supported by staff, who create interesting opportunities for babies to make different sounds. Older children are well supported as they prepare for school. Staff help to develop children's speaking and literacy skills, by making the most of opportunities for children to recognise their own names and letter sounds during daily routines. Staff effectively support children's creativity and fine motor skills. This helps children to explore their environment and develop their early writing skills. However, staff are less effective in promoting opportunities for children to solve problems and develop their curiosity about what is happening and why.

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

Children have good relationships with staff, as the key-person system is implemented effectively. Staff provide highly effective support for children as they start at and move through the nursery, promoting children's self-confidence effectively. Staff develop strong links with parents and local schools to support children to be emotionally ready to progress into school. Children show a good awareness of how to keep themselves safe. Young children respond well to clear and appropriate messages from staff about safe use of equipment. Staff are vigilant and quickly identify potential hazards in the environment, to keep children safe. Staff ensure that daily routines are flexible, in order to respond to the emerging needs of the children attending. However, staff do not always make best use of opportunities to provide children with time to develop their independence and self-care skills.

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

The provider has a good understanding of her responsibilities with regards to the Early Years Foundation Stage. Leaders are passionate about developing the nursery and are proactive in seeking support from their local authority. They have a strong focus on helping children make even more rapid progress in their learning. However, their systems to observe and reflect on the quality of teaching are not yet fully embedded in practice. Leaders have devised professional development programmes to enhance the existing skills of staff, in relation to the ages of children they are working with. Staff are highly effective in involving parents in their children's learning and creating opportunities for parents to continue activities at home. Leaders' monitoring systems have recently developed, to track children's progress more effectively. Parents are involved in initial and ongoing assessments of children's development and have regular opportunities to contribute to their learning records. As a result, staff are quickly able to identify any areas in which children's achievement is more or less than expected, in order to quickly secure support and interventions where required.

## Setting details

<b>Unique reference number</b>	310405
<b>Local authority</b>	Sefton
<b>Inspection number</b>	864964
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	62
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Shirley Hogg and Amanda Ryan Partnership
<b>Date of previous inspection</b>	29 March 2012
<b>Telephone number</b>	0151 928 6661

Carousel Day Nursery was registered in 1994. The nursery is privately owned and managed. The nursery employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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