

Carnival Pre-school and Nursery Ltd

Scout Association, The Scout Hut, 100a Altrincham Road, WILMSLOW, Cheshire, SK9 5NQ

Inspection date

06/11/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- Children are prepared extremely well for school. Their language and communication skills are particularly highly developed, as staff provide a wealth of inspiring activities that motivate and excite children.
- Utmost priority is given to building close relationships with children and parents. The well established and consistent staff team know the children extremely well and are highly conscientious in ensuring that the individual needs of children are met.
- Staff comprehensively identify and successfully minimise potential risks. Their knowledge of the signs of abuse and awareness of their responsibilities to protect children ensures that children in their care are fully safeguarded.
- Staff identify challenging goals for children and are highly skilled at breaking these down into achievable steps for children. They consider children's interests exceptionally well to ensure that children are inspired, have great fun and develop positive attitudes to learning.
- The leadership is extremely strong with a clear sense of direction and purpose. Managers' provide a sharply focussed vision in the pursuit of excellence for the setting to ensure continuous and innovative 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 held discussions with the managers of the provision and viewed a range of documentation.
- The inspector checked evidence of the staff's suitability and qualifications.
- The inspector observed activities taking place in the play room and in the outside area.
- The inspector carried out a joint observation with manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Gillian Kitchen

Full report

Information about the setting

Carnival Pre-School and Nursery opened in 1972 and was re-registered to provide full daycare in 2006 and registered again in 2014 to change the name. It operates from the 1st Wilmslow Scout Hall in Wilmslow, Cheshire. The setting serves the immediate locality and also the surrounding areas. The setting opens five days a week, from 8.45am until 3.15pm, during term time only. Children attend for a variety of sessions. Children are cared for in one large playroom. There is an outside garden together with the use of an adjoining field. There are currently 31 children in the early years age range on roll. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently five staff working directly with the children, all of whom have an appropriate early years qualifications. One member of staff has a qualification at level 6 and four staff have a qualification at level 3. The setting receives support from the local authority. The setting is registered on the Early Years Register.

What the setting needs to do to improve further

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

- consider implementing the already ambitious plans to enhance the outside play space so that children have even more opportunities to play imaginatively, take risks, learn about hazards and how to keep themselves safe.

Inspection judgements

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

The teaching is highly effective and staff have secure knowledge of the Early Years Foundation Stage and how children learn. Staff actively contribute and take a keen interest in children's individual interests and needs when planning activities. Children are extremely keen learners as staff inspire them in their learning and development with age-appropriate activities across the seven areas of learning. Staff both plan and spontaneously support children's communication and language development with expressive language in activities and songs and children listen with interest. Children have great fun and enjoyment as staff help children to expand their vocabulary, introducing and reinforcing the use of familiar phrases and sounds. Children are supported individually, in small groups and the 'S' Club has been developed to give further support to children with their speech and language development. Every opportunity is taken to enrich children's critical thinking and problem solving skills in sustained conversations. All staff use a wide range of teaching strategies, such as open-ended questions, to enrich children's use of language. Children's personal, social and emotional development is significantly enhanced by a well-established key-person system. Staff take pleasure in supporting children's

learning and actively engaging with them so that they are happy and secure. Staff complete individual plans for children with special educational needs and/or disabilities and children who speak English as an additional language, which clearly sets out specific targets for learning. Children are further supported in the small groups where staff work with children to significantly enhance their English language acquisition. The child's key person, the nursery management, other outside professionals and parents are involved in planning for individual children. As a result, all children consistently make excellent progress, including those whose starting points are below their expected levels of development.

Children's learning journal records contain a wide range of information, including observations, photographs and examples of their work. Their learning is significantly enhanced through very effective partnerships with parents. Parents receive regular feedback about their child in a variety of ways. These include daily conversations, written developmental summaries of children's progress and key-person meetings. In addition, progress checks for children between the ages of two and three years and access to learning journals also take place. Staff know the children extremely well and plan for their next steps. Children's progress is monitored and regular tracking of children's progress takes place. Children are fully supported in their learning and planning for their next steps in learning takes place. They enjoy circle time and share their experiences and interests from home, as a result, children learn together and from each other. Children are encouraged to be kind, polite and courteous to others; this supports children's personal, social and emotional development and helps them in readiness for school. A range of methods are in place to ensure parents are involved in children's learning and children's interests are followed, still further at home. This includes, loaning books and resources, such as a back-pack full of resources to aid discussion. Children are able to take these home over the weekend and holiday periods, so adventures are talked about on children's return to the setting. Parents contribute to the children initial developmental starting points and are very well informed about children's development and learning. Parents receive regular newsletters giving them information about the setting and ways they can enhance children's learning at home. Parents are also invited to share their skills at the setting with children.

Staff ensure that the environment, equipment and the daily routines follow children's interests and support their learning. The range of good quality resources are well organised and easy for children to reach. Children greatly enjoy the rich outdoor environment, where the space and range of equipment available offers challenge. This includes opportunities to climb, balance, construct and dig. Children experience the outdoor environment within the grounds of the setting and within the wider community. The quality of teaching is exceptionally high, children enjoy playing and exploring and are encouraged to have a go at new experiences. This has been extended to include the wider woodland area surrounding the setting, where children pick blackberries and use these to bake with. Children act out familiar well-loved stories. This supports children in their understanding of the natural world around them exceedingly well, including seasonal changes in the outdoor environment. Children's interests are followed as they confidently relay the story of how they came to make two small scarecrows 'Harry and Betty', which have pride of place in their garden. Staff talk to children and ask skilful questions so that children are encouraged to think about how they will fix the scarecrow's face, further

supporting their thinking skills. Staff are positive role models for children and they consistently praise and encourage them in their play, for example, 'You are doing an excellent job at sweeping up leaves' and as a result, children's learning is supported and children are encouraged to try new experiences. Children enjoy a wide range of activities and opportunities for mark making in all learning areas including outside.

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

The very well-established consistent staff team provide a key-person system which is firmly embedded in practice and highly effective in supporting children's personal, social and emotional well-being. Children are highly valued as unique individuals and build strong relationships with staff and friends. Staff are kind, caring and supportive of children and as a result, children are extremely self assured and emotionally supported in their learning. High regard is given to working closely with parents. Consequently, children are fully supported in their moves, including during the settling-in period when they first begin at the setting. Moves to school are very well supported, as staff talk to parents about it and visits are arranged for children. Staff talk to teachers at local schools and share information about children with parents permission. Children visit the local schools to perform and watch plays and concerts, including an annual nativity. As a result, children are emotionally prepared as they move on to the next stage of their learning. Children with special educational needs and/or disabilities are exceptionally well supported and staff take great care in ensuring that children's individual needs are fully met. Staff have high expectations of children. They support children to be considerate of others as appropriate boundaries are in place. 'Golden Rules' are shared with parents. This results in children displaying very positive behaviours.

Children enjoy nutritious snacks, including fresh fruit and a range of healthy food options, which are freshly prepared on the premises. Children are aware of the importance of a healthy diet and the importance of drinking water to keep healthy. Mealtimes are relaxed social occasions, where key staff sit with children and talk about the activities of the day. Information about children's eating habits and any food allergies is gathered from parents on entry to ensure that children's individual requirements and preferences are fully met. There are good hygiene standards in the setting and children are actively supported to gain a good understanding of their personal hygiene routines as they follow daily routines. For example, they wash their hands before meals and after playing outside and staff talk to the children about the importance of good hygiene to keep them 'well'. Daily risk assessments are carried out and ensure the areas used for children are free from hazards and staff consistently give the highest priority to the safety of children. Staff talk to the children about road safety when they go on trips and outings. Children practise regular fire drills, which effectively supports their understanding of how to keep themselves safe from harm.

Children are very happy, well settled and the environment is safe and secure, so that they are ready to learn. Staff are attentive to the individual needs of children and show concern for children's well-being. For example, when children are not well, parents are informed immediately and all medications for children are accurately recorded, administered safely and stored appropriately. Children thoroughly enjoy the fresh air in the outside play areas.

They run freely and clearly enjoy the natural environment available to them. This helps them to develop their physical skills and their well-being is supported. Children's understanding of their own and others' cultures, belief and lifestyles is promoted well through activities, books and resources that reflect positive images of diversity.

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

Children are effectively protected from harm as staff show a very clear understanding of their responsibilities about protecting and safeguarding children. As a consequence, children feel safe. This means that children's welfare is consistently promoted. Staff demonstrate a first class knowledge of their responsibilities with regard to safeguarding children. Policies and procedures are known by staff and implemented consistently. Appropriate checks are carried out on all adults working with children to ensure their safety and well-being. The management of the setting consistently fulfils their responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. There is an excellent commitment to training and development, which is an important aspect of the development of the setting. The performance management of staff includes highly effective staff supervision and appraisal. The high quality of the monitoring of practice and evaluating its impact on children ensures that children all make rapid progress in their learning. The policies and procedures are very well established and staff have attended safeguarding training and hold paediatric first-aid certificates. Staff carry out daily safety checks on the premises, which means that children are safe from potential hazards.

The self-evaluation process is well established as the managers' have a clear vision for the setting with a sense of purpose and direction. The action and recommendations from the last inspection have been fully addressed. Staff have also made a number of self-initiated improvements, including radically changing the observation and planning for children and major improvements to the outdoor area. Further innovative improvements have been identified for the future. These include, building on the success of the learning in the outdoor area so that children are challenged still further in their imaginative play, taking risks, learning about hazards and how to keep themselves safe. Furthermore, staff plan to develop the already excellent relationship with parents. Children and parent views are valued as staff provide regular questionnaires and opportunities for parents and children to give feedback. Parents feel that their views are listened to and acted upon where possible. There are good systems and processes in place to ensure that staff recruitment practices are thorough. Once appointed, staff are subject to an induction period and probationary periods to ensure that all staff are able to work at the highest standard.

The staff are extremely highly motivated and committed to providing exceptionally high quality services to children and parents; they work well as a team to provide the broad and balanced educational programmes. Effective partnerships with parents are well established. Parents are actively engaged in children's learning including, two-way information sharing about children's development on a daily basis. Detailed summaries about children's learning and development are discussed with parents regularly. Partnerships with other professionals are effective in supporting children's learning

experiences. For example, staff visit other settings to share information about how to improve practice so that children's learning experiences are constantly reviewed and innovative change is planned for.

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	EY478193
Local authority	Cheshire East
Inspection number	976098
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	31
Name of provider	Carnival Pre-school and Nursery Limited
Date of previous inspection	not applicable
Telephone number	07729 051082

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

