

# Carealot Day Nursery

Fox Crescent, Chelmsford, Essex, CM1 2BL



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 8 November 2016  |
| Previous inspection date | 30 November 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        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Managers work well with the staff team to provide a safe, secure and inclusive environment, where babies and children settle well and are eager to engage. Children and babies share trusting relationships with the staff.
- The newly appointed deputy manager is the driving force behind a new approach to planning, which is having a positive impact on outcomes for children.
- There are effective systems in place for tracking the progress of different groups of children. Staff work well with other professionals to secure appropriate interventions for those children who require additional support.
- Staff are skilled at promoting children's independence. Babies are encouraged to feed themselves. Older children tidy up and manage their personal needs successfully.
- Children benefit greatly from the calm, peaceful experience of a sensory room, where they can relax and explore moving colours, shapes and lights and enjoy interesting, soothing sounds.
- Accurate self-evaluation, incorporating the views of parents, children and staff, contributes to the continuous improvement of the nursery. Action plans are in place to help prioritise targets and facilitate improvement. The recommendation from the last inspection has been addressed.

### It is not yet outstanding because:

- New systems for monitoring staff performance are not yet fully established to raise the quality of teaching to a consistently high standard.
- Staff do not always make best use of everyday opportunities to extend children's thinking.

## What the setting needs to do to improve further

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

- strengthen the system for monitoring staff performance and ongoing professional development to focus more sharply on supporting staff to develop their teaching skills to a higher level
- make best use of every opportunity to extend children's thinking skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the nursery managers.
- The inspector held a meeting with the nursery managers and providers. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Vicky Turner

## Inspection findings

### Effectiveness of the leadership and management is good

Managers lead a well established, committed and reflective staff team. Arrangements for safeguarding are effective. Staff have a good understanding of how to report concerns about a child. Staff are effectively deployed to ensure that children are well supervised at all times. Staff are thoroughly checked to ensure that they are suitable to work with children. Staff take every opportunity to attend courses to enhance their skills. This enables them to meet children's varying needs successfully. For example, research and training have helped staff to implement the new planning system effectively.

Arrangements for monitoring children's attendance are effective. Parents speak highly of the staff and value the quality of service provided. They receive regular information about their children's progress and are well supported to help their children at home.

### Quality of teaching, learning and assessment is good

Staff complete regular observations and assessment and use this information to effectively plan learning opportunities that enhance children's development. Staff promote children's language and communication skills well. Children participate in interactive story sessions. Babies curiously explore their surroundings and access stimulating and sensory play equipment that keeps them engaged in purposeful play. Staff are on hand to offer support when needed. Children learn about seasonal changes. Toddlers explore textures and colours as they print using pieces of fruit and vegetables. Older children confidently use hand-held devices to access programs that support their learning.

### Personal development, behaviour and welfare are good

Staff provide a well organised, stimulating and calm learning environment where children and babies can play, learn and develop. The nursery is very well resourced with high-quality equipment, which is accessible to babies and children. Staff use the outdoor space well to provide plenty of opportunities for daily physical activity and for developing other areas of learning. Children are encouraged to assess risks for themselves. They learn about road safety, how to use equipment safely and stay safe around strangers. Staff set clear boundaries, helping children to behave exceptionally well. Staff value children's work, which is displayed around the nursery. There are suitable, hygienic changing facilities for babies and children in nappies and an adequate supply of clean bedding, towels and spare clothes. Children learn to care for their pet guinea pigs, rabbits and fish. This contributes well to their growing understanding of the world. Children learn to celebrate differences and participate in cultural related activities.

### Outcomes for children are good

Children and babies make good progress from their starting points. Children for whom the nursery receives additional funding also make good progress. Children are developing good social skills of sharing and taking turns. Older children benefit from regular phonics sessions and are beginning to link letters and sounds. Children identify numerals and count sets of objects accurately. They are developing as confident, well-rounded individuals, ready for the move on to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 402191  |
| <b>Local authority</b>                           | Essex   |
| <b>Inspection number</b>                         | 1059595   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 5   |
| <b>Total number of places</b>                    | 32  |
| <b>Number of children on roll</b>                | 58  |
| <b>Name of registered person</b>                 | Carealot Day Nursery Partnership  |
| <b>Registered person unique reference number</b> | RP523880  |
| <b>Date of previous inspection</b>               | 30 November 2012  |
| <b>Telephone number</b>                          | 01245 353765  |

Carealot Day Nursery is privately run. It was registered in 1999. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and disabilities.

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