

Carousel Day Nursery

Carousel Day Nursery, Oxford Road, Waterloo, LIVERPOOL L22 8QE



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| Inspection date | 22 November 2018 |
| Previous inspection date | 21 July 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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

- Staff understand how children learn and develop. Staff encourage children to develop their thinking skills and express their own thoughts and ideas. They provide a good variety of interesting activities that inspires the children's curiosity and interests.
- Leaders have an accurate view of the quality of the nursery and they have high ambitions to develop it even further. The management team regularly seeks the views of the local authority advisers. These effective partnerships help the management team to evaluate and build upon its practice.
- Children develop secure attachments with staff. Children's behaviour is very good. Children learn from staff, who are good role models. Staff support children's behaviour in a positive and sensitive way. Children are very clear about the expectations staff have of them and the reasons why.
- Children show good levels of perseverance and imagination as they explore activities in the newly adapted outdoor play area. They have fun and work together during activities.
- Staff do not always adapt their teaching to encourage quieter children to participate fully during small-group activities.

What the setting needs to do to improve further

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

- focus more precisely on teaching during small-group activities to help quieter children to become more involved and to maximise their engagement and learning opportunities
- provide more effective, support, coaching and training for staff to help raise the overall teaching to an even higher level.

Inspection activities

- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector took account of the written feedback provided by parents during the inspection.
- The inspector completed a joint observation with the nursery owner.
- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the senior managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Alison Hobbs

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders ensure that robust procedures are embedded by all staff. Staff have a secure understanding of the procedures they must follow if they have any concerns about children's welfare. Robust systems are used to monitor children's attendance. These help staff to identify children and families who may need additional support. Staff assess risks in the environment, indoors and outdoors, prior to children arriving and remove any identified hazards. Staff teach older children how to ensure the environment is safe and free from hazards. Leaders track the progress of individual and groups of children. This helps the nursery to identify gaps in learning and plan targeted support. The nursery staff work well with other agencies to support children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

Staff work with parents to gather information about children's interests and what they can already do when they first start at the nursery. This helps staff to provide children with activities tailored to their individual learning. Staff support children to enjoy a good selection of activities. Children show high levels of concentration and curiosity, such as when they explore different methods to make a volcano erupt. Staff make the most of interactions with older children to encourage problem solving and to fully extend their thinking skills. For example, as children model dough, staff show them how to measure and introduce words, such as 'big' and 'bigger', to support their understanding of mathematics. Consistent daily routines help to promote children's learning. For example, when older children hear the tidy-up tambourine, they know the activity has finished and they are encouraged to help tidy away.

Personal development, behaviour and welfare are good

Staff provide a stimulating, calm environment where babies confidently learn to explore and practise their developing physical skills. For instance, babies delight as they explore a tunnel and practise their walking skills. Children show great pride and pleasure when staff listen to them singing a favourite song. For example, as one child sings a 'hello' song to staff and the inspector, he delights as staff praise him for singing so beautifully. Partnerships with parents are strong. Parents comment positively about the quality of the service they receive. Staff provide many opportunities for parents to be involved in children's learning. For example, staff share ideas and activities to support further learning at home. Leaders place a strong emphasis on promoting healthy eating. For example, children enjoy home-cooked nutritious meals during a well-managed lunchtime.

Outcomes for children are good

Children gain a wide range of skills that helps them to prepare for their move to school. Children are confident and independent. For example, they dress themselves for outdoor play, wash their hands and pour drinks throughout the day. They share their thoughts and ideas and have a strong interest in planning future activities with staff.

Setting details

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| Unique reference number | 310405 |
| Local authority | Sefton |
| Inspection number | 10065717 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 0 - 4 |
| Total number of places | 62 |
| Number of children on roll | 56 |
| Name of registered person | Shirley Hogg and Amanda Ryan Partnership |
| Registered person unique reference number | RP907657 |
| Date of previous inspection | 21 July 2015 |
| Telephone number | 0151 928 6661 |

Carousel Day Nursery registered in 1994. The nursery employs 13 members of childcare staff. Of which, 11 hold appropriate early years qualifications at level 2 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.

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