

# Inspection of Carousel Nursery

Aragon Primary School, Aragon Road, Morden, Surrey SM4 4QU

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Inspection date: 18 November 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

The manager is exceptionally dedicated and passionate about her role in providing a high-quality learning environment for all children. Staff are well organised, efficient and work well together. They create a warm and welcoming family feel to the nursery. Many parents return with younger siblings. Babies and children make good progress, including those in receipt of funded early education.

Staff provide opportunities for children to develop their communication and language skills through routine activities. However, at times, they do not always make the best use of opportunities to model language and engage children in detailed discussions more effectively.

Children are very physically active and enthusiastically explore the wide range of interesting activities and resources they have to play with. The large, stimulating outdoor environment provides children with space to run around and good opportunities to explore and learn.

Staff place a high emphasis on making children feel safe and emotionally secure. As a result, babies and children settle easily. Children present positive behaviour and all children quickly develop a sense of belonging, are content and ready to learn. Staff use praise and encouragement to help each child to feel respected and valued. Parents praise staff for the high level of care their children receive.

## **What does the early years setting do well and what does it need to do better?**

- The manager has high expectations and works tirelessly to enhance the quality of the nursery. She values the views of children, parents and professionals to review what works well and what needs to change.
- The leadership team works with integrity to ensure that all children, including those with special educational needs and/or disabilities, are supported to have the best possible start in education. The manager meets with staff to help them to reflect on their practice and to support them to extend their professional development.
- Staff build strong bonds with children and understand their individual needs well. Babies and toddlers readily turn to staff for reassurance or a cuddle, and older children confidently engage with their friends and quickly settle into their chosen play. They develop good levels of self-esteem and confidence.
- On occasions, staff do not extend communication opportunities or use the correct language to support children's communication skills even further.
- Children develop a good understanding of the importance of healthy eating. For example, the manager is working on a healthy eating programme to support children's understanding of healthy lifestyles. Children receive healthy and

nutritious meals and snacks.

- Overall, teaching is of a good standard. Staff use observations of children's learning effectively, and provide individual and challenging learning plans for each child in all areas of the early years foundation stage. Leaders closely monitor the progress that individual children make and swiftly identify gaps in their learning to help them catch up.
- Staff in the baby room provide an extremely nurturing and gentle environment. Babies cruise around furniture and pull themselves up to access activities that interest them. Staff positively interact with babies as they play. For example, they intuitively sing rhymes and look at books together.
- Children behave well and are polite. They are happy to play together and share and take turns with resources. Staff listen to children attentively and promote good manners.
- Children enjoy being outside in the fresh air. They plant and nurture seeds to observe growth, and explore the mud kitchen. Children confidently learn to take risks as they run and climb. This supports their understanding of how to stay safe.
- Children have lots of opportunities to develop their early writing skills. They have access to mark-making tools and comfortably learn how to use scissors to practise their cutting skills. For example, they enjoy using scissors to cut strands of grass in the garden.
- Children follow daily routines well and demonstrate independence in their self-care, according to their level of development. Children are well prepared for their transition to school.
- Partnerships with parents are strong and well developed. Staff actively involve parents with their children's learning. They regularly inform parents about their children's achievements in learning and support parents to develop these further at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of child protection issues. They know the correct procedure to follow if they have any concerns about a child's welfare. Staff follow the nursery's robust safeguarding policies. For example, they leave their mobile phones in a box in the office while they are working. The provider and manager implement effective recruitment procedures to ensure staff's suitability to work with children. Staff receive a comprehensive induction to support them to understand their responsibilities to safeguard children.

## **What does the setting need to do to improve?**

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

- extend communication opportunities for children further and model language more accurately to help children to make the highest rates of progress in their communication and language development.

## Setting details

<b>Unique reference number</b>	EY315313
<b>Local authority</b>	Merton
<b>Inspection number</b>	10128437
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Carousel Nursery (London) Limited
<b>Registered person unique reference number</b>	RP907344
<b>Telephone number</b>	0208 337 0037 or 07788553593
<b>Date of previous inspection</b>	18 June 2015

## Information about this early years setting

Carousel Nursery registered in 2005 and is one of two settings owned by the same proprietor. The nursery has links with the Aragon Primary School in Morden, in the London Borough of Merton and is situated within the school grounds. The nursery is open from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Frances Oliver

## Inspection activities

- The manager and the inspector completed a learning walk to gain an overview of how the curriculum is organised.
- An adult-led activity was observed and evaluated by the inspector and the manager.
- The inspector spoke to parents and took account of their views during the inspection.
- The inspector held discussions with the leadership team and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.

We carried out this inspection 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.

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