

Inspection of Carousel Nursery

Linchfield Cp School, Crowson Way, Deeping St. James, Peterborough, Lincolnshire
PE6 8EY

Inspection date: 4 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The sound of children laughing and giggling is infectious as they play harmoniously together. Children of all ages show high levels of confidence in the nursery, including with visitors. Toddlers approach visitors and ask, 'where you been?' and proceed to bring them toys. Pre-school children ask visitors what they are writing.

Children show good manners. When handed their snack they say, 'thank you', staff reward them with praise for being polite. This helps to raise children's self-esteem. Children show independence from a young age. Staff encourage toddlers to help themselves to tissues when their nose needs wiping. Pre-school children begin to manage risks safely. They seek out staff for support when walking over logs. Staff assure them they can do it if they hold out their arms to balance. Children try for themselves and succeed.

Children have good imaginations. They spend a long time making pretend 'chocolate cakes' in the mud kitchen. They carefully use kitchen utensils to fill their cake cases. Children thoroughly enjoy the hands-on experience with the resident chickens. They feed them, give them water and collect their eggs and offer a gentle stroke to the chicken's back. This offers children the opportunity to explore living things, increasing their knowledge of the world.

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

- The provider places high priority on supporting the staff and children's mental well-being. For instance, children have a wellness box that contains items, such as family pictures, to help them feel emotionally secure. Staff have a wellness box too, that contains small items that helps them to feel positive, such as chocolate or hand cream. They complete a regular wellness questionnaire to highlight how they are feeling. Staff comment they feel supported in their mental health and well-being.
- Partnerships with parents are particularly strong. The provider and staff pride themselves in creating a home-from-home environment for children. This is reflected in the positive comments from the parents about the friendliness of the staff and the welcoming environment. All the staff across the nursery get to know all the children. This helps children and their parents to feel a real sense of belonging, right from the start.
- Staff monitor children's development closely and have a clear intent of what they want children to learn next. Staff put out resources and plan activities, and confidently explain why and how they think these will benefit the children. For example, children show an interest in the traditional tale of 'Jack and the Beanstalk'. Staff plan an activity to plant beans which the children take home to nurture and grow. This helps to promote children's understanding of how things

grow. However, on occasions, staff do not maintain older boys' interest in planned activities. Because of this, they wander off from some activities and are not consistently challenged.

- Staff remind children of how to take turns and support them to resolve matters quickly. Children understand the rules and boundaries at the nursery and are confident to tell staff if others, very occasionally, are not following these. Consequently, children behave well.
- Toddlers' physical development and understanding of the world is well supported. Staff take toddlers for walks in the local environment. The learning opportunities are endless as staff encourage them to explore dandelions and watch as the seeds blow into the wind. Children enjoy listening to the sounds in the environment and look up in wonder as they walk under trees.
- The staff provide children with a range of opportunities to experience, and find out about, the world around them. For example, they go on outings to the local park and take the bus into the local town. Furthermore, children visit clients in a local care home. This develops the children's understanding of different people, the place where they live and other aspects of the environment.
- The provider uses extra funding thoughtfully to help children to make good progress in their overall learning and development. For example, using this money to ensure they can access the trips that they may not otherwise experience.
- Staff support children to develop their communication and language skills. They use lots of descriptive words to help develop children's vocabulary, such as 'germinate'. Staff ask questions which help children to think about a response. They ensure children have appropriate time to respond to questions. Children articulate themselves well as they tell staff 'I am wearing my glasses 'cos the sun gets in my eyes'.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff all demonstrate a strong knowledge and understanding of the signs and symptoms which could indicate a child is at risk of harm. They confidently explain the safeguarding procedures which are in place, including the referral process to follow if they have concerns about the welfare of a child. Staff keep children safe throughout the day. They carry out regular checks to ensure all children are present. Staff supervise children well as they move between the indoor and outdoor environments. The provider has strong recruitment procedures in place to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- strengthen the planning of activities to ensure older children, particularly boys, are fully engaged and their learning is sufficiently challenged.

Setting details

Unique reference number	2569538
Local authority	Lincolnshire
Inspection number	10233525
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	71
Name of registered person	Carousel Nursery Limited
Registered person unique reference number	2569537
Telephone number	01778348303
Date of previous inspection	Not applicable

Information about this early years setting

Carousel Nursery re-registered in 2019. They are located in Deeping St James, Lincolnshire. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The provider and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents and took account of written feedback offered.

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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