

Inspection of Carlton and Gedling Day Nursery

37 Gedling Road, Carlton, Nottingham NG4 3FD

Inspection date: 6 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this welcoming nursery. They arrive eager to start their day and happily leave their parents at the door. Staff place a strong emphasis on children's emotional well-being. To this end, staff are motivating and build children's self-esteem. For example, children bring their Easter bonnets to nursery to show their friends. Staff organise a parade to enable children to show off their unique creations. Children say 'wow' and readily cheer and clap their friends' achievements. This helps develop children's confidence and gives them a sense of pride.

Children thoroughly enjoy outdoor play. Staff have created an environment that presents appropriate risk and challenge for children. For example, staff supervise children as they safely climb felled trees. Children develop their balance and coordination skills as they carefully consider how to move along the tree trunk. Staff engage toddlers in parachute games. Toddlers work together to follow staff instructions to flap the parachute up and down, and fast and slow. Babies confidently explore the soft-play area. They use their muscles as they pull themselves up onto the small slopes, climb onto the different levels and roll balls back and forth to staff.

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

- Leaders and managers genuinely care about the children and want them to have the best start in life. They work closely with families and other professionals to ensure early help is put in place for those that require additional support. Parents are overwhelmingly positive and state that staff work hard to meet the needs of their children. They feel their children are progressing well, and they know what their children are involved with at nursery.
- Staff support children's love of stories and singing. Babies smile as staff spontaneously sing familiar songs to them. They join in and do the actions, clapping themselves at the end of each song. Toddlers sit at group time and look at lift-the-flap books with staff. They listen carefully and are keen to suggest what animal is hiding behind the flap. Pre-school children sit with their friends and enjoy listening to a story about a stick man. Children know the key phrases and repeat these with confidence. This helps children develop a love of books.
- Staff provide plenty of opportunities for children to develop their small muscles. This helps them practise the skills they need for early writing. For instance, pre-school children work with staff to safely use knives to chop carrots and potatoes into chunks. Toddlers focus as they spread glue on paper. Staff provide a variety of materials, such as wool, tissue and tinsel, and encourage children to feel the textures. Toddlers laugh and show staff their sticky fingers. Babies carefully pick

up small wooden rings, which they hang on pegs. When the rings fall off, staff encourage babies to try again. This helps children develop their perseverance skills.

- Generally, children behave well. Staff are good role models and support children to share resources with others, help tidy away and play safely with equipment so they do not hurt their friends. However, mealtimes are not well organised. Because of the length of time children are left waiting, they become restless and display unwanted behaviours, such as shouting, banging cups on the table and flicking drinks at each other.
- Staff ensure they embed mathematical learning within all children's play. They talk to children about colours, shape, capacity, speed and measure. For example, toddlers concentrate as they build towers of colourful bricks. Staff help them to count and find the same colour bricks. Pre-school children use small wooden buttons to make different patterns and shapes. Staff suggest new shapes that children could make. This provides children with additional challenge.
- Staff know the children well and use this knowledge to provide a variety of activities that build on their existing skills and knowledge. However, staff interactions are not yet consistent. For example, some staff step in too quickly to solve children's problems and complete tasks they could easily do for themselves.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe. They are aware of the signs and symptoms that may indicate a child is at risk of harm. This includes children who may potentially be at risk from radical views. Staff know the procedure to follow should they need to report a concern about a child or a member of staff. The manager ensures safer recruitment checks are undertaken to confirm the ongoing suitability of those working with children. Staff use risk assessments to ensure the environment is safe and well maintained for children. Parents state they feel their children are safe and secure at the setting.

What does the setting need to do to improve?

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

- improve the organisation of toddler and pre-school mealtimes so that children do not have to wait unnecessarily
- strengthen staff practice to ensure that children always experience high-quality interactions in order to build further on their existing skills and knowledge.

Setting details

Unique reference number	253188
Local authority	Nottinghamshire County Council
Inspection number	10284633
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	62
Number of children on roll	112
Name of registered person	BEARCARE (NOTTM) LTD
Registered person unique reference number	RP904730
Telephone number	01159617083
Date of previous inspection	17 October 2017

Information about this early years setting

Carlton and Gedling Day Nursery registered in 1984. The nursery employs 19 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, from 7.30am to 6pm. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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