

Carousel Day Nursery

Inspection report for early years provision

Unique reference number	138206
Inspection date	24/02/2011
Inspector	Linda Close
Setting address	Old Blues Club, Arthur Road, Motspur Park, Surrey, KT3 6LX
Telephone number	020 8942 4077
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Carousel is one of two nurseries run by the same private provider. It opened in 1997 and is situated in a rugby club in the London borough of Merton. The nursery is open every weekday from 8am to 6pm for 50 weeks of the year. Children are cared for in a playroom on the first floor of the building and there are kitchen and toilet facilities adjacent to the playroom. Children have the use of a part grass and part hard surfaced outdoor play area and they may also use the rugby pitch.

The nursery is registered on the Early Years Register to provide 24 places for children in the early years age range from the age of 2 years. There are currently 42 children on roll aged from two to under five years. Three and four-year-old children are in receipt of funding for early years education. The nursery welcomes children with learning difficulties and/or disabilities and there are several children on roll who speak English as an additional language.

The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. The nursery employs six members of staff and almost all have appropriate early years qualifications and there is one member of staff who is soon to complete a relevant National Vocational Qualification at level 3. Access to the nursery is via an internal staircase to the first floor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled into the nursery with great patience and kindness. Children are happy and confident and enjoy learning about the local area and the world around them. Partnerships with parents and carers are good and information they share helps staff to meet the individual needs of the children. Children are making good progress given their age and starting points. Overall, the manager evaluates her service to children effectively and makes sure that identified areas of weakness are promptly improved.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that attendance records are accurately maintained at all times (Documentation) 10/03/2011

To further improve the early years provision the registered person should:

- review and improve the breakfast menu to ensure that the children have

healthy options.

The effectiveness of leadership and management of the early years provision

The manager and her staff are well informed about safeguarding issues. The member of staff who leads on health and safety ensures that daily checks are made of the setting before children arrive. She conducts effective risk assessments for the indoor and outdoor space and for outings, these are recorded and reviewed on a regular basis. Staff are aware of the need to supervise children at all times, particularly when they are playing outside. Staff have attended training courses that include child protection and they are well informed. They know what steps to take if they are concerned about the welfare of the children in their care.

To support self-evaluation initiatives the manager invites local authority development officers to make advisory visits to the nursery. She acts on their valuable advice regarding updating and improving existing systems, which include adopting a new way of recording observations and assessments of children's progress. The manager undertakes a review of the whole provision with the assistance of her staff team, who discuss their work and contribute their thoughts and ideas for further development. However, the evaluation exercise did not reveal that breakfast foods do not always include healthy choices and it did not sufficiently emphasise the importance of always updating the attendance register as soon as each child arrives. Parents' views about quality issues are welcomed, through discussion and regular questionnaires. This gives parents the opportunity to feedback their own experiences of bringing their children to the nursery and of working with the staff. They are invited to suggest any areas of the nursery's work that they feel can be improved.

All members of staff are involved in the ongoing development and improvement of the provision. They discuss their work with the manager during supervision meetings. Staff take part in worthwhile training courses to further their professional development and in response to the needs of the nursery, including first aid.

The nursery has a good selection of toys and resources. Staff work hard to maintain an attractive learning environment for the children even though all resources, toys, furniture and displays of children's work must be completely cleared away each weekend.

Equality and diversity is recognised, respected and celebrated in the nursery. Examples of different scripts are displayed and staff take key words from parents when children join, to ensure they can explain important matters to them in their first language. Parents assist staff in the organisation of multi-cultural events including Australia Day and other national holidays and celebrations.

Nursery staff work well in partnership with specialist advisors who visit to give them guidance and training, so that they can manage children's specific needs well. Care plans are agreed and followed. Nursery staff report that children make

good progress and thoroughly enjoy the company of others. Parents engage well with the staff. They say that: they have every confidence in the staff and their children settle in well, looking forward to coming to nursery; they are more than happy with the standard of care their children receive; and they are pleased their children can regularly play outdoors and have fun in the fresh air, commenting that a few muddy clothes is a small price to pay for healthy exercise.

The quality and standards of the early years provision and outcomes for children

Children show that they feel safe, in the happy way they greet the staff at the beginning of the day. They confidently relay news from home and snuggle up to staff to share story books. Staff reassure children when they find it hard to part from their parents and carers at the beginning of the day. They are very patient and kind when new children are settling at the nursery. Staff and children enjoy affectionate relationships; they comfort the children if they are upset and the children enjoy their hugs and sympathy, soon cheering up.

Children benefit and gain confidence from following a regular but flexible routine. They recognise it's tidy up time when staff shake a tambourine. They are very helpful and efficient in putting books and construction toys away, sweeping up spilt pasta and putting play mats in their rightful place. Children are also very helpful at mealtimes. They set out chairs, placemats and cutlery for their friends and smile proudly when staff thank and praise them. Staff are very effective in the way they promote children's independence. They provide encouragement and sensitive support for children but know when to stand back and let children make decisions and do things for themselves. This is evident in the way they enable children to handle minor disputes. They calmly observe from a distance and give children the opportunity to negotiate when they want a turn on a favourite wheeled toy; their patience is rewarded when the children sort things out amicably for themselves. Staff manage children's behaviour successfully achieving a good blend of firmness and kindness.

Staff ensure children wash hands before eating. The printed menu describes a selection of healthy food and drink for lunch and tea, which are cooked on the premises. Children enjoy their food and eat very well, having second helpings if they are hungry. They serve themselves and clear away their own plates. However, the range of toast toppings children have at breakfast is sometimes limited to sweet spreads, which is not entirely consistent with the healthy snacks and meals they are given at other times of the day.

Key workers take responsibility for a particular group of children, observing and noting their progress. Key workers form a special link between parents and the nursery. They maintain records of children's achievements that they share with parents. Observations and records show that the children are making good progress. They are developing their verbal communication skills through interaction with staff regarding their play. Children have easy access to mark making materials and are learning to hold pencils and crayons properly. Children often count during

songs and games. The displays of numbers and matching groups of objects show that they are learning about numbers. Children make good use of battery operated toys and computers. Children are developing the skills that they need for future learning.

Children experiment freely with musical instruments and enjoy dressing up and imaginative role-play. They explore a good range of media and materials in their creative work. Their pictures are colourful and are displayed in a way that makes the entrance area and learning environment attractive. Staff meet to discuss children's responses to their activities and use their observations to decide what activities to provide in coming weeks. Staff identify aspects of learning that each child needs to develop in order to make continuing progress.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met