

Carousel Day Nursery

Inspection report for early years provision

Unique reference number 253793
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Inspector Becky Johnson

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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 Day Nursery opened in 1994. It operates from four rooms in a single storey building in the Lye area of Dudley. All children share access to a secure enclosed outdoor play area.

The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. A maximum of 45 children may attend at any one time. There are currently 75 children in the early years age range on roll. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides support for children with special educational needs and/or disabilities, and those who speak English as an additional language.

The nursery employs 17 members of staff. Of these, 15 hold appropriate early years qualifications to National Vocational Qualification Level 2 or above. The nursery uses the services of outside specialist teachers for French, music and dance. The nursery receives support from local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting has a wonderful ethos which provides a welcoming and stimulating environment in which children flourish. Staff are extremely competent and caring and have an excellent knowledge and understanding of each child's individual needs and interests. They plan a wealth of exciting activities and provide children with a rich learning environment. Children benefit extremely well from continuity of care and learning because the nursery liaises with parents and other agencies to ensure individual children's needs are met and their protection assured. Commendable monitoring and self-evaluation by the providers, manager and staff ensures that any priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the organisation of snack and lunch times for older children to develop further their social experiences and independence.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded and very well protected from harm because all staff are passionate about protecting the children in their care. Child protection

procedures are clearly understood. In-depth policies and procedures, including a whistle-blowing and mobile phone-use policy, are meticulously implemented. The nursery has excellent, robust recruitment and vetting procedures in place backed by ongoing relevant staff development and training. This ensures that all staff working with the children are suitable, capable and well qualified. Staff carry out and regularly review detailed risk assessments and conduct daily checks of all areas of the nursery. This enables children to safely enjoy the wealth of activities, while developing their knowledge of how to keep themselves safe.

The premises are very welcoming, brightly decorated with children's work and well maintained. Children's care and early education is successfully promoted by a very dedicated, caring and motivated team of staff, who are passionate about the service they provide. Morale is high and staff turnover very low. Their energy and enthusiasm has a positive impact on children's learning and development and results in an exceptionally high calibre nursery, which fully meets children's needs. All staff are totally committed to continuous improvement, and the capacity for this is excellent. Staff work closely together to find and implement systems to provide the best possible outcomes for the children. Extensive documentation enhances the excellent practice and ensures the safe and efficient management of the provision.

The setting is proactive in fostering strong partnerships with parents, carers and other professionals. Staff value parents' views highly and are keen to respond to families needs. The nursery has recently implemented a parents' voice sheet. This enables parents to share information about activities their child enjoys at home and ensures that they are fully involved in their children's learning. Comments on parents' questionnaires are very positive. Parents particularly appreciate the friendly, caring staff who are interested in their child's needs and interests and the happy environment, which is safe, secure and welcoming to all. Close working relationships with other settings and professionals have been developed in order to maintain a consistent approach in meeting children's needs. Staff have forged very good relationships with the local school to ensure that the transition from nursery to school is a positive experience for the children.

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

Children make outstanding progress in all areas of learning and development. They benefit from the support of experienced and enthusiastic staff, who capably organise a range of varied and innovative activities to foster curiosity and motivation. The day is exceptionally well organised and well balanced, and contains suitable periods of time where children mainly follow their own ideas as well as some adult-led activities. Staff plan activities with care to take into account each child's interests and learning needs. Comprehensive planning and assessment and the organisation of activities in all areas of the nursery result in the very successful promotion of child-centred learning. Staff use pertinent observations to identify children's next steps to ensure they make excellent progress in line with their capabilities and starting points.

From the time they arrive, children are eager to explore whatever is available, and they meet every new challenge with real enthusiasm. The stimulating learning environment helps children to confidently decide what they want to do, relishing the opportunities to play both indoors and outside. Their levels of concentration are excellent as they can spend time at their own chosen activities and go back later to consolidate their learning. Babies and younger children delight in heuristic play as they investigate different textures such as porridge oats, squealing with laughter as they bury their feet in them and squeeze them in their hands, or wrap themselves in material and foil blankets. Older children confidently use a range of resources to develop their physical skills as they climb and slide, balance on soft blocks and crates and competently pedal bikes and cars. They vigorously and enthusiastically participate in dance sessions where they march, jump and wiggle in time to the music.

Outdoors is seen as an extension to learning and all children spend time in the fresh air each day. The outside area is a wonderful space for children to explore. There are dens to spend quiet times in and a digging area where they grow plants and vegetables and look for bugs using magnifying glasses. Children become totally engrossed in their chosen activities. Through their interaction with the children, staff draw out learning and ensure appropriate levels of challenge are available for all. Children develop and learn social skills such as good manners and sharing. They are forging good relationships with their peers and excitedly jump and clap when their friends arrive, rushing to involve them in their play. Behaviour is exemplary and is supported through clear and concise behaviour management strategies. Staff act as positive role models. They foster children's self-esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends, to be polite and to be kind and helpful. The setting is wholly inclusive and all children are integrated and included in activities.

Children discover the wider world as they learn about different countries through tasting food and celebrating festivals such as, St Patrick's Day, Eid and Chinese New Year. Children also learn French from a teacher who visits weekly. Children develop valuable life skills. They show care and consideration when they think their friends are scared or upset, for example when some children pretended to be ghosts. They help raise funds for charities. Children's experiences of their local community are developed by regularly visiting the local train station and the library. Staff skilfully make the walk into an enriching experience by looking at the different-shaped road signs and the number plates on cars.

Children are confident, increasingly independent and very helpful, competently tidying up at the end of a session. They learn the importance of following simple hygiene routines, and they know that they are important to get rid of germs. They are very well cared for if they become sick or have an accident, and there are stringent procedures in place to protect them from infection. Children enjoy healthy meals and snacks which consist of a hot meal and a variety of fresh fruit and vegetables. There are excellent procedures to recognise and meet children's dietary requirements. Staff have introduced a cafe for snacks and a self-service system for lunch time in the pre-school. However, the organisation of these does not always promote children's independence and social skills. Children are

beginning to understand about staying safe as they practise evacuation procedures and learn to use equipment safely. The support and care they receive from staff and the bonds they are forming with them enable children to feel secure and safe in their environment. The setting is a vibrant, busy and exciting place. Children's laughter and enjoyment is evident as sounds of happy children reverberate throughout the building. The underpinning knowledge and life skills that children learn lay firm foundations for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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