

# Carousel Day Nursery

Chapel Hill, Braintree, Essex, CM7 3QZ

<b>Inspection date</b>	27/06/2013
Previous inspection date	08/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are very happy, safe and settled as they have formed close attachments to their key person. All staff members are dedicated to provide quality childcare.
- Experienced and committed staff have a good knowledge and understanding of how children learn and offer a broad and varied educational programme. Therefore children, including those with special educational needs and/or disabilities, make good progress.
- The staff have a strong understanding of their individual responsibilities to ensure children are safeguarded, therefore children's well-being is consistently considered in every aspect of the provision.
- A commitment to establish strong partnership working and good methods for sharing information, means that parents are fully informed and involved in their child's care and learning.

### It is not yet outstanding because

- Opportunities for children to access highly stimulating and inspiring role-play areas and book corners are inconsistent. Therefore, children are not routinely able to extend their imagination and engage in supportive role-play.
- Children have few opportunities to use dual language books, share stories and songs from different cultures and see text in different forms, to raise awareness of different scripts and languages.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the indoor and outdoor learning environment; this included a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's learning journals, development reports and planning documents.
- The inspector saw evidence of suitability and qualifications of staff, risk assessments, policies and procedures and other documents in relation to health and safety.
- The inspector took account of the views of parents spoken to at the time of inspection and written comments on a recent questionnaire.

## Inspector

Lynn A Hartigan

## Full Report

### Information about the setting

Carousel Day Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises within the Braintree area of Essex and is managed by a management team. The nursery serves the local area and is accessible to all children. It operates from four playrooms within the Carousel Children's Centre and there is an enclosed area available for outdoor play. The nursery employs 17 members of childcare staff. Of these, nine hold appropriate early years qualifications at level three and above, including Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 154 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance the presentation of the role-play areas and book corners to include a broad range of quality resources and everyday props. Extend children's experience and expand their imagination through the provision of pictures of everyday life and experiences
- provide further opportunities for children to develop the use of their home language in their play and learning.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff are very knowledgeable and demonstrate a sound understanding of how children learn. This means children are provided with a wide range of learning opportunities that covers all areas of learning and offers sufficient challenge. Children's specific needs and next steps are supported through the planning to ensure an individual approach meets their requirements. For example, staff are skilful in taking a child's lead and providing activities around their ideas and experiences, such as, moving home. Children talk about how people live and the advantages of having a garden to play in. Their interest is then

supported through activities in the garden. They have fun digging and growing plants. There is a good balance of adult-led and child-initiated play. For example, children excitedly take part in an interactive story in the garden. They eagerly sit in a group, on hay bales, as a member of staff reads the 'Bear Hunt'. They squeal with delight as they run to an imaginary river. Their concentration is good, they follow simple instructions and they are given opportunities to think critically about what might happen next in the story. Children are thrilled when they find a carefully hidden bear in his cave. Careful observation of children's interests during activities enables staff to extend and improve children's learning. For example, it is suggested that children may want to draw maps of the route they take to find the bear.

Children's views and opinions about their time at nursery are welcomed and valued. They have daily opportunities to express what they like about their day at nursery, using a visual prompt. They are able to comment on what they have learned and make suggestions about what they want to learn. These are then used to inform future planning. Early writing skills are supported well. Some children make good attempts at writing their names on their art work. Babies enjoy the sensory experience of body painting using their hands and feet. Children chalk in the garden and use water and brushes to make marks. Problem solving is encouraged, as children work out who is the tallest. They measure themselves against the wall in the garden. They use language, such as short and tall and are beginning to understand about comparisons. Good visual prompts are in place to assist learning, such as number lines.

Children are eager, active learners as the nursery is welcoming and inviting, offering some quality resources that interest children. However, the role play areas and book corners are not inspiring and do not consistently capture children's imagination. For example, there is a lack of kitchen utensils, telephones, an ironing board and resources that depict daily life. Staff effectively promote children's language skills by using timely and considered questions. Visual prompts, signing, and the use of a picture exchange communication system enable all children to communicate well. Babies receive good attention and are spoken too by calm, sensitive and caring staff. Staff have high expectations for the children in their care and are committed to offering a broad range of learning opportunities. As a result, children including those with special educational needs and/or disabilities, make good progress.

The on-going development of the outdoor learning environment means children are offered a variety of activities. For example, children learn how to grow and take care of flowers and vegetables. They plant seeds and take care of their produce. Vegetables are picked by the children and used for snack. Children enjoy using the mud pits for digging and have fun observing the 'bug hotel' they have made. Some good resources are available in the garden and children have many opportunities to develop their physical skills. They skilfully negotiate space as they ride their bikes and develop coordination skills as they use bats and balls. Children excitedly discuss a sponsored egg and spoon race they have completed to raise funds to purchase new equipment for the garden.

Plans are adapted to meet their specific needs and abilities. Sufficient challenge is offered or extra support is in place as required, to ensure each child reaches their full potential. Observations made are accurate and clearly identify children's next steps in learning. The

staff are fully committed to involve parents at every stage to contribute to the children's learning and share children's achievements at home. Some children who have English as an additional language are well supported. For example, bi-lingual staff are able to communicate with the children and help them settle into their new surroundings. However, there are fewer opportunities for children to access resources, such as dual language books. Traditional songs, posters and signs that are written in the child's home language are few, therefore opportunities to fully embrace the child's home language at the nursery are not yet fully maximised.

Children are very settled, confident and keen learners; they are developing good self-care skills. For example, they can independently take care of their personal needs when they visit the bathroom. Children are encouraged to make decisions. They are developing a good understanding and responsibility of caring for their friends and their environment and listen to staff instructions. This prepares them extremely well for when they move onto school.

### **The contribution of the early years provision to the well-being of children**

Children are very happy and settle quickly as they have formed close, secure attachments to their key person. Children are cared for by nurturing staff, who invest time in getting to know them and their family. An effective key person and a buddy support system ensure an individual approach supports children's learning. Meaningful information, such as children's routines, likes and dislikes are discussed and this contributes to a smooth transition from home to nursery. Babies' routines are respected, therefore they are able to sleep, eat and play as they choose, keeping their routine from home in line with their parents' wishes. Sleeping toddlers are checked every five minutes by a member of staff.

Children show willingness to participate in all activities offered and are able to do so in a very safe and secure environment. This is because priority is given to safeguard children at all times. Thorough risk assessments are completed. New arrangements have been implemented when children are collected after lunch to ensure their safety. Children learn to keep themselves safe, for example, they are gently reminded to walk indoors and not to carry bikes up the steps as they may hurt themselves. Children are able to take safe risks, supported by staff. For example, they decide to swing using tubes hanging from the tree. While this is not the intended use, staff support the children's curiosity and ensure they are safe.

Children's behaviour throughout the nursery is very good. This is because they know what is expected of them. Staff are good role models who speak calmly and respectfully to the children at all times. Children are confident, polite and friendly and their achievements and efforts are consistently praised. Children enjoy eating freshly cooked healthy meals, such as vegetable goulash. Individual dietary and allergy requirements are considered and there is a varied, nutritious and healthy menu available. Children's independence and decision making skills are encouraged at mealtimes. For example, children pour their own drinks and serve themselves, choosing and deciding on the content of their wraps at tea time. Staff are close at hand to encourage children to try foods and assist as required. A 'baby garden' has been developed in the main garden to ensure all children including the

babies can safely access fresh air and exercise daily.

Good support is in place to assist a smooth transition for children who are ready to move into the next room. There is a good handover with the child's key person and parents are involved at every stage. Children visit their new room with their key person and are able to ease themselves into the new surroundings at their own pace. Very good support is offered to children who are preparing to go to school. Primary school teachers are invited to meet the children at nursery and school visits are arranged, as working in partnership has a positive impact on children. There is a wealth of information available for parents with regard to schools in the area. Activities are arranged to support children who are ready for school. For example, changing for physical exercise and making a healthy lunch box. Children are encouraged to select a story book for their book bag. This also enables parents to support their child's learning at home.

### **The effectiveness of the leadership and management of the early years provision**

The manager, deputy and team of staff are dedicated and committed to provide a high quality child care provision for children. They strive for excellence to ensure the quality of the provision for children is good. The manager has a good overview of the curriculum and monitors and evaluates staff practice and performance to ensure children consistently make progress. This is effectively achieved as she has a sound understanding of how children learn.

The management team and room leaders ensure the planning and observations documented within the children's learning journals, are consistent and accurate. Good information is available through careful monitoring to establish how well different groups of children progress, for example, girls and boys. This enables staff to target any identified gaps and support children effectively.

The inspection was brought forward as the provider failed to notify the Local Area Designated Officer (LADO) of a significant event. This was as a result of a minor breakdown in communication between management. This has now been addressed and a robust process has been introduced to ensure this cannot happen again. Safeguarding arrangements for children are understood by all staff members. A thorough recruitment and induction process ensures all staff members complete appropriate checks and receive a good induction. Safeguarding training is completed and therefore staff members have a clear understanding of the procedures to follow, should they have any concerns regarding children in their care. This means children's well-being is protected.

A thorough self-evaluation process is in place as the manager and her team are reflective and are able to highlight strengths and areas for further development within the nursery. A positive approach to self-evaluation means areas for development are quickly addressed. Long term plans, such as the development of the outdoor learning environment, are regularly reviewed to ensure they have a positive impact for children. The use of questionnaires for parents, open days and evenings and the friendly approachable staff, provide parents with many opportunities to have their say. The staff

feel valued and know their contribution and ideas for further improvement are welcomed. Therefore, children are cared for by staff who enjoy what they do.

The management team expect the best of their staff and fully support their personal development. Regular training opportunities are available and many staff are currently training to gain or improve their professional qualifications. The completion of 'peer on peer' observations, one to one meetings and appraisals mean staff receive coaching to improve their personal effectiveness and therefore children are cared for by motivated staff.

Strong partnership working with parents means children receive the best possible care. Useful information is displayed on a parents' notice board. Planning for the Early Years Foundation Stage and guidance on how children learn are also displayed for parents. Arranged meetings with each child's key person and an open door policy means every opportunity is in place to enable parents to discuss and support their child's care and learning. Parents' comments are exceptionally positive and they express their complete satisfaction of every aspect of the nursery. They comment on how well their children are supported and the ease with which their children settle and the progress they make.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY332274
<b>Local authority</b>	Essex
<b>Inspection number</b>	918155
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	73
<b>Number of children on roll</b>	154
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	08/11/2012
<b>Telephone number</b>	01376556864

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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