

Carousel Day Nursery

Inspection report for early years provision

Unique Reference Number	253793
Inspection date	18 October 2007
Inspector	Esther Gray
Setting Address	7-11 Hayes Lane, Lye, Stourbridge, West Midlands, DY9 8QJ
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Registered person	Mrs J A Fletcher & Mrs M F Hughes
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Carousel Day Nursery opened in 1994 and operates from a single storey building in the Lye area of Dudley. A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 57 children aged from birth to under five years on roll. Of these, seven children receive funding for early education. Children come from a wide catchment area, as most of their parents travel to work in the City or around Merry Hill shopping centre. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 12 members of staff. Of these, 10 hold appropriate early years qualifications and of these, eight hold qualifications of level three or above in child care and education. The setting also uses the services of outside specialist teachers for French, music and dance. The nursery receives support and guidance from the teacher mentor service and the Special Needs Service of the Early Years Development and local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is very effectively promoted as the staff take positive steps to promote children's good health and encourage them to begin to take responsibility of meeting their own health needs. They learn about the importance of personal hygiene in daily routines, including the routine of cleaning their teeth after lunch. Positive steps are taken to prevent the spread of infection and appropriate measures taken when children are ill so that health needs are met. The hygiene of sleeping arrangements are assured, with separate bags holding individual sheets for each sleeping child. Some staff are trained in procedures to support children with specific health needs, for example, to use epipens in case of anaphylactic shock. This gives opportunities for a wider range of children to experience day care.

Staff ensure children make very good progress in their physical development and provide many regular daily opportunities for physical play. This is achieved through well planned and varied experiences for children, which develop their skills very well. For example, they manoeuvre skilfully around other children on tricycles along a painted track, climb and balance with increasing dexterity, as well as practise their writing and painting skills, all outdoors in the fresh air. They are encouraged to recognise the changes that happen to their body through exercise. There is a well planned organisation of the routine to allow them to remain outdoors in the fresh air for longer periods of time. For example, tissues and hand washing facilities are provided outdoors. This helps children continue to develop the confidence to enjoy moving with control, using their bodies in various ways, and develops an appreciation of physical exercise and fresh air on their health and well-being.

Children are well nourished. The staff provide children with regular drinks and food that are nutritious and comply with their dietary and religious needs. They have excellent opportunities to learn about healthy eating through well planned topics and in regular daily discussion and in focussed topics about making healthy food choices. Younger children are developing their independence physically and emotionally. They are learning to express their needs and are beginning to meet those needs independently. For example, children learn to dress and undress in role play or in putting on their coats to go outside. The preschool children have opportunities to serve themselves, throughout the day and at lunch time. They have opportunities to enjoy a café style arrangement, which promotes children's independence effectively and promotes their understanding of making healthy choices from a variety of fruit.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are safe as a result of the staffs' very good awareness of health and safety and all reasonable steps are taken to minimise risks to children. Children are learning to keep themselves safe. They learn about the importance of wearing safety helmets even in the protected, enclosed environment when riding small tricycles in a outdoor play area. The setting provides appropriate equipment. They encourage younger children to explore, letting them be involved in clearing up and ensuring that they don't hurt themselves or others. Older children are encouraged to be aware of the safety of other children in devising rules of the track they pedal along, not bumping into other children. Regular risk assessment, fire drills and fire assessments are carried out to ensure the safety of all at the nursery. As a result, all children begin to understand about safety issues both within the setting and outside, and during planned and spontaneous activities.

Children are secure and very well supervised in premises which are suitable for the purpose. This is because the manager, owners and staff ensure that the environment gives children very good access to a comprehensive range of facilities that successfully promote children's development. They are well protected from harm because staff have a very good understanding of their role in child protection. They are able to put appropriate procedures into practice. Children begin to understand their rights and what to do if they are concerned or worried in any way. They share any concerns with their key workers. Staff are alerted to children's needs in discussion with parents, overcoming any feelings of insecurity as they move from room to room.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, independent and are developing their self-esteem. All children have their individual needs met and they are developing a good range of knowledge and skills because there are effective plans which provide a wide range of activities and stimulating play opportunities that help children achieve. Staff have solid knowledge of children's starting points and most children's development is successfully recorded, to allow staff to plan the next steps in their learning. However, for the youngest children, the plans, for the daily activities, do not identify the learning intention. As a result, it is not made clear to all staff delivering the programme, what the learning intention is for the activities being provided each day.

Staff talk to children and meal times, for example, are sociable occasions. Babies being spoken to respond to adults, they repeat sounds as staff encourage them to achieve, motivating them to learn through play at the earliest age. For example, children name the colour of bricks and repeat sounds and words along with staff, 'I find him', 'help', 'I like it' developing their vocabulary at a very early stage. Older children are beginning to form recognisable words and beginning to make sentences. Babies and young children play, have fun, sing and laugh with adults, enjoying their attentiveness and company. However, at the transition of children from rooms caring for children aged birth to three years into the pre-school room, information gathered about the progress children have made is not effectively shared with the preschool room staff. As a result, progress at this stage is impeded until staff make more assessment of children's ability.

Nursery Education

The quality of teaching and learning is good. The staff explain their planning and can explain how they ensure that it provides a broad range of practical activities that cover most areas of learning well. Some elements are missed in planning, for example, aspects of speaking, listening and letter recognition are not purposefully planned. However, they are covered in routines and spontaneous activity. The planning documents for pre-school children in the nursery are generally robust. Everyone is made aware of the purpose of the activity, including parents. All plans include enough detail to show the learning intention, what the activity involves and the resources used. Staff use their knowledge of children's starting points to plan a range of activities which take account of children's ability. There are opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves. Children have time to become engrossed, work in depth and complete activities. However, the free play opportunities override the focussed activities. This restricts the time available to staff to develop the focussed activity from which staff observe and monitor progress. This hinders staff in providing the opportunity for the next steps to be taken effectively. Staff have recently reviewed the way education is planned and delivered and some very good reflective evaluation has been

carried out by staff on how the curriculum is delivered. This has resulted in staff being able to make changes and improvements. For example, they have moved the tables to allow children easier access to the chalk board to encourage independent writing and mark-making skills.

Children have good opportunities to develop their attitudes and dispositions that enable them to achieve in their learning. They are motivated to learn through exciting and interesting activities. The staff have good relationships with children and encourage them to become involved and to persevere with tasks. Methods include open-ended questions, encouraging children to try, using sensitive intervention in their play, extending activities, involving all children in activities. However, although children can repeat activities to consolidate their understanding, the plans do not provide time for children to reflect on their day in a plenary session. Nevertheless, staff may reflect back what children have learned to help consolidate learning, within the general daily discussions. Effective use of time, the accommodation and resources helps children's learning. They are able to access activities independently, make choices within their learning and generally have time to complete activities. Staff are directly involved in the learning and have developed a learning environment outdoors to mirror the environment indoors. This ensures children gain maximum benefit from being outdoors in the fresh air, using resources to develop physical skills whilst also experiencing all areas of the curriculum. The session is well paced which ensures that children are fully engaged and do not become disruptive.

Children understand that print carries meaning and is read from left to right. They show an understanding of the elements of stories, for instance, they can explain that an illustrator provides pictures in books and can demonstrate that they understand the way books work. They know how to use books for enjoyment and locate information. Children attempt writing for a wide variety of purposes using different forms, for example, lists, stories and instructions. Staff are developing children's phonic knowledge for spelling and letter recognition in spontaneous games in circle time. As a result, children are beginning to develop their competencies across the four aspects of communication; speaking, listening, reading and writing. However, there are few planned purposeful activities to encourage children to develop their skills in letter sound recognition, speaking and listening. Children do, nevertheless, interact and talk, negotiate with others, show some awareness of the listener, begin to listen and respond with enjoyment and attention to stories, songs and rhymes. They say and use numbers in familiar contexts; some children count reliably up to 10 everyday objects. They begin to recognise numerals and use developing mathematical ideas to solve simple problems, as they discuss making things in art and craft and look at how things fit in construction or in completing puzzles. There are many opportunities to develop their understanding of space, shape and how to measure.

At the season of change in autumn, children are challenged to consider colour in painting a representation of autumn colours and falling leaves. They have fun as they enjoy music and the excitement of creating movement with a floating scarf, representing the movement of leaves falling from the trees. They look closely at similarities, differences, patterns and change. They ask questions about why things happen and how things work. Children investigate objects and materials, using all senses, find out about and identify features of living things, objects and events they observe. Bringing in a dead spider to show the staff with excitement. Children move confidently, imaginatively and safely, with control and co-ordination in the outdoor area. A large joint art work display, created by a number of children on the outside of the shed, expresses colour, texture, shape, form and space in two dimensions. Children are able to be creative, expressing their own ideas and thoughts through art, music, dance, role play and imaginative play. They build and construct with a wide range of objects, select appropriate

resources, select tools to shape, assemble and join materials. They know about the uses of everyday technology and use Information Communication Technology and programmable toys to support their learning. Children find out about past and present events in their own lives, and those of their families and other people they know. They find out about their environment and talk about the features they like and dislike. Children begin to know about their own cultures and beliefs and those of other people.

Helping children make a positive contribution

The provision is good.

Good arrangements are made to ensure all children are included. There are sufficient, suitable resources and activities to help children learn about a diverse society through their play. Staff make good use of the resources in developing children's appreciation of diversity in the wider community. They treat all children with equal concern and use familiar traditional festivals to promote children's understanding of diversity and learn about their local community. Children recently celebrated Eid and the food associated with this festival was enjoyed by all the pre-school children. This means children have a balanced view about the wider world. Staff delivering the Foundation Stage curriculum are trained to support children with identified disabilities and difficulties and take advice from an area Special Needs Coordinator in developing individual play or education plans to support children's individual needs. For example, children who have English as an additional language are well supported. Children's spiritual, moral, social and cultural development is fostered.

Children are developing good self-esteem and respect for others. They understand responsible behaviour and learn about boundaries because staff create an atmosphere of respect and cooperation. They show children respect and gaining respect in return. Children help to create the rules for indoors and outdoors through discussions with staff. Staff and children remind each other about turn taking and why it is important in games or in sharing resources. Children are clear about the rules that keep the environment safe. For example, children collect litter from the play area. Children are welcomed and are given sufficient time to settle into the setting so they feel a sense of belonging, developing a sense of ownership and harmony with staff and other children. They look for children they have become used to meeting and benefit from a calm and supportive approach. They learn right from wrong through careful explanation and consistency.

Partnership with parents and carers is good. Children's individual needs are well met because adults work closely with parents and carers to develop effective partnerships so that all children achieve to their full potential. Children are supported to deal with the separation from parents and carers and are developing close relationships with staff. There are good opportunities for children to be valued, cuddled and comforted. Their individual needs and personalities are recognised and affirmed. Although parents are not made aware of the existence of a complaints log procedure, the complaints recording system has been up-dated to ensure parents are able to make their concerns known and made aware of how their concerns will be dealt with. Parents express confidence and satisfaction at the good relationship that they feel they have with staff at the setting. As a result, children feel comfortable and settled because they see parents and staff acting together and giving consistent messages.

Organisation

The organisation is good.

Children benefit from the good organisation of the setting. It ensures that children's health and safety and well-being are met. Children are well cared for in a setting where there are suitably qualified staff to meet the needs of all children. They are protected from harm as the staff are aware of the importance of ensuring that all unvetted visitors are suitable and are not left unattended with children in the setting or whilst on outings.

The leadership and management of the setting is good. The management of the setting is pro-active in ensuring the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. Children are well cared for in a setting where the staff are committed to continue to update their skills and knowledge by attending training. They have a clear sense of purpose and a commitment to continual improvement. Staff delivering the Foundation Stage curriculum have identified areas for their own personal development. This means children will have further opportunities to develop their skills and knowledge, as staff put this learning into practice. Areas of particular focus that staff have identified, include letter sound recognition for pre-school children. Staff have an action plan which is regularly reviewed to ensure good progress is made in enhancing the quality of care and education for children.

All policies and procedures protect children efficiently and are diligently implemented to promote good outcomes for children. The timetable is flexible and the whole nursery runs efficiently with the minimum of disruption to children, as staff move to take up familiar duties throughout the day. All staff and resources are suitably deployed to ensure the well-being and safety of children. This includes effective use of free-flow play indoors and outside in the preschool areas and in times of change in the middle of the day when staff take breaks for lunch. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to ensure that all potential hazards are effectively addressed and to review the procedures for the serving of the midday meal to develop a more settled routine for the children.

All identified hazards are minimised effectively, including the use of staples rather than pins in notice boards. The midday meal is now transported by trolley, which not only ensures safety when moving hot meals through the areas of the nursery where children are cared for, but encourages independence as children can make a selection as they begin to serve themselves. As a result, children's safety and well-being is further safeguarded.

For the improvement of Nursery Education, for funded three and four-year-olds, the provider was asked to provide increased opportunities for children to extend their use of mathematics and mathematical language throughout daily routines.

Children now lay tables, count children, chairs, plates and cutlery. Staff encourage children to count in many daily situations, reinforcing their understanding of number and challenging children to consider 'more' and 'less', extending their use of number effectively.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop further ways of recording the learning intentions in daily activities for younger children and improve continuity of assessment, sharing information of their progress effectively across the nursery.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop further the planned, purposeful activities, to better help the staff ensure children make progress; this especially refers to the development of speaking, listening, and letter recognition.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk