

# Carousel Day Nursery and Carousel After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY315313
<b>Inspection date</b>	27/02/2012
<b>Inspector</b>	Sangeeta Gardiner
<b>Setting address</b>	Aragon Primary School, Aragon Road, Morden, Surrey, SM4 4QU
<b>Telephone number</b>	0208 337 0037
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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 and Carousel After School Club is one of two settings owned by the same proprietor. The nursery and the after school club are situated in a residential area and located within the grounds of Aragon Primary School in Morden, Surrey. Both the nursery and club are under the same registration. The nursery was registered by Ofsted in 2005, with the after school club added in 2009. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is purpose built with three rooms available to the children: a baby unit, a toddler room and a pre-school room. Children have access to secure outside play facilities. A maximum of 51 children may attend the nursery at any one time, under the age of eight years. All may be in the early years age group, with no more than 19 under the age of two years. Currently, there are 49 children aged from three months to five years on the nursery's roll. The nursery provides free early education for three- and four-year-olds. The nursery is open each weekday from 8am to 6pm for 50 weeks a year and offers full or sessional care. It closes annually for a week between Christmas and New Year, and for a week at the end of August. The nursery also offers an earlier start of 7.30am by prior arrangement. The nursery employs seventeen members of staff. Of these, nine have a National Vocational Qualification at level 3, three are working towards a level 3, one has a level 4 qualification and one has a relevant degree.

Carousel After School Club is located in the a large room on the first floor of a children's centre in Aragon Primary School. Children have access to the school playground and the school hall. The club caters for 24 children between the ages of four and 11 years with a maximum of 16 children under the age of eight. It is open week days during term times from 3.10pm to 6pm. The club offers full, part time and 'ad hoc' sessions. The club employs six staff, four of whom have a National Vocational Qualification at level 3. It also provides a holiday club which is located within the school nursery. This is open during the Easter holidays, at half terms and for four weeks in the summer. Children can either attend from 8 am to 6 pm or from 8 am to 3.30 pm.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The whole provision benefits from good leadership with well motivated management and staff. The process for self reflection and continuous improvement is effective. Children are happy and settled, and overall children's welfare is well promoted. Children in the nursery are making good progress. There are fewer opportunities for children in the after school club to problem solve and develop a sense of curiosity. Staff have developed good partnerships with parents, and both provisions promote equality and diversity positively.

## **What steps need to be taken to improve provision further?**

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

- improve monitoring systems to check that all practitioners are able to implement the safeguarding children policy and procedure appropriately
- develop further the provision of a stimulating environment within the after school club that offers a range of activities to encourage children's skills in problem solving and promote their curiosity both indoors and outside.

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

Children's safety and welfare is clearly a priority. Several staff have attended relevant training and fully understand their responsibilities towards keeping children safe. Staff are suitably vetted to work with children and a generally thorough induction procedure enables staff to understand their roles in regard to safeguarding. However, not all staff have a clear understanding of what to do if there is an allegation made against a member of staff or the procedure to follow in the event of concerns about management. Environments are made safe for the children both indoors and outside, and include secure coded entry and exit. An effective risk assessment is carried out regularly. There are comprehensive policy and procedure documents which are shared with all staff and parents. Children are taught to be safety conscious effectively.

The leadership and management of the nursery are effective. The management has high aspirations for quality and makes good use overall of monitoring activities in order to identify the strengths and priorities for improvement. Systems for self evaluation are well thought out. The staff team has a common sense of purpose and are keen to share their ideas and practice. Staff attend a range of training which reflects in their subsequent practice. This selection promotes good outcomes for children.

Staff are well deployed and good ratios of staff to children are maintained. Resources in the nursery are well presented and offer children many interesting opportunities to make choices and become independent. Examples of children's work and commercial posters adorn the walls and hang from the ceilings. This display of their creations gives children a sense of belonging. The outdoor area is well used with space for children to climb, use wheeled toys and plant vegetables. However, there are fewer opportunities for children in the after school club to problem solve and develop a sense of curiosity.

Staff treat all children with equal concern and work hard to meet their individual needs, doing so well. They support all children effectively in order to enable them to make good progress. The provision serves a diverse community and a variety of resources, including posters, books and signs, help children to develop a good understanding of similarities, differences and the wider community in which they

live.

Staff work successfully in partnership with the local authority and any other agencies as necessary to support the children. Management understands the importance of building partnerships with other early years providers such as schools and other care provision, to sustain effective communications and support children's on going welfare and learning.

Good relationships exist with parents. Those spoken to are very complimentary about the provision. They say that their children are happy, well looked after and are making good progress. Parents share their views about the nursery and club regularly. Information is shared with parents effectively in a wide variety of ways such as parent meetings, newsletters, notice boards and through the prospectus.

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

Children are happy and settled. Staff are extremely attentive and know the children very well. Children in the nursery are making good progress because staff are skilled at planning activities to meet their needs. Staff undertake observations of children's achievements and interests and then plan experiences for each child. Children's files provide detailed observations, individual development plans and photographs of them enjoying activities, so demonstrating how staff track progress carefully.

Staff are calm and consistent in their approach, treating children with kindness and respect, while providing positive role models. Behaviour is very good and staff support children in developing skills of sharing and turn taking. For example, children learn to negotiate taking turns fairly whilst pouring out their drinks at snack time. Older children manage their personal hygiene and clothing. They enjoy choosing what to do from the activities offered. This sets good foundations for their growing independence and personal care.

Children are eager to play and join in with activities. Their levels of concentration are good as they are allowed to spend time at their chosen activities, such as at the cutting and drawing table where they talk to each other about the pictures they have made. Children use their imaginations while acting out familiar experiences, such as making tea and sharing cakes. Babies enjoy using their senses when exploring natural resources.

Staff make good use of both indoor and outdoor spaces. Children benefit from daily fresh air. When in the outdoor area, they participate eagerly in physical play, spend time digging and practice their early writing using foam. This activity helps them practice and acquire useful skills for their future lives. Children learn that families differ. Children learn about themselves and others whilst finding out about different cultures and celebrating festivals.

Children are progressing well in learning how to lead a healthy lifestyle as they

enjoy nutritional meals that include fresh fruit, which are prepared and cooked on the premises daily. Vegetables are grown by children and this experience helps them learn at first-hand learn about the origins of healthy foods. Children learn to keep themselves safe well through discussions about road safety and other relevant activities. For example, children in the pre-school room practice using real tools safely during their play.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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