

# Carers Nest

Blackberry Lane, Potterne, DEVIZES, Wiltshire, SN10 5NZ

<b>Inspection date</b>	07/11/2014
Previous inspection date	27/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The well-established key-person arrangements help ensure children are happy and secure in the pre-school and children are confident to seek support when needed.
- The management and staff have made significant progress since the last inspection. Consistent assessment and planning for children's individual progress means that children do well in the environment which includes stimulating resources and activities.
- Staff support children in leading healthy lifestyles by talking about healthy diets and physical exercise.
- Staff work well with parents and keep them well informed about their children's progress and well-being.

### It is not yet outstanding because

- On occasion, some staff do not always manage group activity times effectively to support children's listening skills and turn taking during conversations.
- Staff do not always provide a wide variety of mark-making tools to encourage children to fully develop their early writing skills.

## 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.

## Inspection activities

- The inspector made observations of children and staff interactions in the playroom and outdoors.
- The inspector had discussions with the manager, staff, children and parents.
- The inspector sampled documentation, including children's records and planning documents.
- The inspector checked evidence of suitability checks and qualifications of all staff working with the children.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Jan Harvey

## Full report

### Information about the setting

Carers Nest registered in 2013. It is a privately owned pre-school in Potterne, near Devizes in Wiltshire. The pre-school operates from a pre-fabricated building next to the village primary school. It opens each weekday during term time from 8.45am to 3pm Monday to Thursday, and from 8.45am to 12.00pm on Fridays. Children use a playroom and adjacent, enclosed, outdoor areas. The pre-school is registered on the Early Years Register. There are 27 children on roll in the early years age range between two and five years. The pre-school currently supports a number of children with special educational needs and/or disabilities. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are currently four members of staff working with the children. All of these have appropriate early years qualifications at level 3, including the owner-manager, who also holds a foundation degree in early years childhood studies.

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

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

- develop the organisation of planned group activities to fully promote children's listening and turn taking during conversations
  
- broaden children's choice of mark making opportunities and materials in everyday provision to enhance their early writing skills.

### Inspection judgements

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

Staff discuss children's particular abilities, needs and interests with parents at a home visit, before children start at the pre-school. Staff use this information, plus their own observations, to establish each child's capabilities and starting points. Staff have a secure knowledge of child development, the areas of learning and how children learn. Using this knowledge, guidance documents and their ongoing observations, staff now plan activities matched to each child's emerging skills and stage of development, offering additional support or challenge as required. Since the last inspection, the manager has put in place effective procedures to ensure these next steps in learning are recognised by all staff each day. This means planned focused teaching for each child's needs is secure. Staff recognise that some children learn best outdoors and have increased concentration in the outdoor environment. Staff organise play in the outdoor areas to maximise these children's learning opportunities. For example, children played for prolonged periods at the mud kitchen where they showed good levels of concentration and imagination. They used taps

to fill containers with water and chose from the herbs they grew to flavour their pretend soups and cakes. Staff introduced simple mathematical language asking, 'Is it full?' and 'Is it empty?' This makes children stop and consider what is happening. Staff introduced a large pan and they counted the number of small bottles of water it took to fill it, building children's early counting skills. Staff supported children's imaginative play by introducing 'Mermaids' and the 'Ocean' as they played in a boat and young children joined in with familiar words, developing their vocabulary. These experiences enable children to make good progress in their learning.

The quality of teaching is good. Staff communicate and model language well, using a useful narrative with sign and visual exchanges when more effective. They listen carefully to children and question them during activities in order to develop them and improve their learning. This supports children to think critically and to sustain their interest. However, on occasions when children are in group activities, children shout over one another and some staff do not always support children's listening skills and turn taking in conversations.

Staff make written observations in a learning record to monitor children's progress. Parents are able to regularly view their child's records and their feedback about their child's learning and development at home is welcomed. Staff and parents work well together to support children's next steps, such as the right time to start toilet training. This ensures a consistent approach. Staff complete a written progress report for children aged two, liaising closely with parents, to check that children are learning and developing within the expected developmental range for their age. These reports are shared when necessary with outside professionals, such as a speech therapist, where they work collectively to manage any issues such as agreeing best ways to manage speech development programmes.

Staff provide some mark making tools to draw pictures and make marks both inside and outdoors. Staff introduce simple pictures for children to copy; this offers more challenge. Staff gently assist children, supporting them to hold a felt tip pen comfortably so that they can create pictures on a table covered with large paper. They draw a birthday cake, and this prompts singing 'Happy Birthday to You'. Children excitedly join in with the actions, using their fingers to count. Most children enjoy exploring with the easy to hold felt tips and use them to make marks on paper. However, at times, the limited range of mark-making tools available at any one time means some children are not tempted to use them freely to develop their early writing skills.

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

Children are happy and relaxed within the warm and welcoming environment that the pre-school provides. Staff have developed good settling-in procedures to help children make secure attachments with the small, dedicated staff team. This effective emotional support helps children to settle quickly and enjoy their learning.

Staff give clear guidance for behaviour and make good use of appropriate praise for children's efforts and achievements. For example, children show pride in gaining 'WOW'

certificates for completing learning goals, good behaviour in tidying up and for trying to use the potty. Staff help them learn to cooperate with others and build a sense of self-confidence. These opportunities enable children to learn to socialise, take turns, share and learn about diversity. Staff help children to prepare for the next stage in their learning, such as moving on to school. They visit the local school and see the premises and invite local reception teachers to visit. Staff help children to become independent by encouraging them to try to put on their own coats, and shoes and boots. This will help them manage the school routines with confidence.

Staff support children's physical health and well-being very well. They follow the children's dietary needs and routines from the information supplied by parents. This helps children feel nurtured and secure. Staff ensure there is an effective two-way conversation with parents about changing routines to maintain a respectful and consistent relationship. Children learn about healthy eating as staff positively acknowledge their favourite tastes. They give children appropriate praise when eating their fruit and vegetables and drinking plenty of water. Children move around the premises safely and enjoy exercising when playing in the outdoor area or digging and planting in the pre-school garden. Children are encouraged to think about risks without being fearful when they play on the challenging climbing equipment. Younger children gain their confidence by watching the older children and then by having a go themselves with the close support of the staff. This gives children a great sense of achievement. Children are learning to consider the safety of others as staff remind them to think about their own actions.

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

The manager demonstrates a good understanding regarding her responsibilities in meeting the safeguarding and welfare requirements. She has attended training on safer recruitment and there are effective procedures for checking the staff are suitable to work with the children. The manager follows good procedures for the recruitment, induction and supervision of staff to ensure they work closely as a team and are able to contribute to the evaluation of their practice and make improvements. Staff demonstrate a clear understanding about safeguarding procedures and they are clear about what to do if they have any concerns about children in their care. Both staff and management carry out detailed risk assessments regularly to ensure the environment is safe for children. For example, the procedure for collecting children was recently reviewed and changed so that it improved the security and well-being of the children.

Since the last inspection, the manager and staff demonstrate a clear understanding about their responsibilities in meeting the learning and development requirements. Staff demonstrate they know their key children very well and work closely with parents to highlight children's next steps and interests. Staff complete effective termly assessments on all children, including completing progress checks for children aged two years, which helps them to monitor children who may need extra support.

The management and staff are dedicated in their goal to provide good quality childcare

and work very well as a team. All staff are able to contribute to the evaluation of the pre-school and take pride in their work and the homely environment they have created for the children. There is clear direction and enthusiasm from the caring manager, supported strongly by the deputy, and this motivates the staff team. Action plans are in place to ensure they continually evaluate and improve their teaching skills and the learning environment for the benefit of the children.

There are strong relationships with parents. They receive detailed information about their child's progress and what they have achieved during the session. Parents' views and ideas are regularly requested and staff encourage suggestions from them, for example, 'Wow Vouchers' from home to inform future activity planning. Regular parents' meetings between parents and their key person help parents to understand how their child is developing and learning. Parents comment on the caring staff who successfully build trusting and professional relationships with all families. As a result, the manager and staff engage and motivate all children well, including those where English is not their home language. Therefore, all children make good progress in their next stage of learning. The pre-school has good links with other professionals, especially the local school, where they share information with the Reception teachers. This helps prepare children very well for their move into school.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY463243
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	962935
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Carers Nest
<b>Date of previous inspection</b>	27/01/2014
<b>Telephone number</b>	01225 793582

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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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