

Carousel Day Nursery

32 Thynne Road, BILLERICAY, Essex, CM11 2HH

Inspection date	29/10/2013
Previous inspection date	11/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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's communication is highly developed due to effective practices used by staff to support listening, understanding and responses.
- Children's learning is very well supported in the outside area, providing a rich and varied experience that enhances their all-round development.
- Children's personal, social and emotional development is very strong, due to the cohesive team work and positive role models of all staff.
- The partnership with parents is very effective due to strong, reciprocal communication systems that promote children's continuous learning and development.

It is not yet outstanding because

- Occasionally, some inconsistent practices within the very good assessment process do not always support children's learning on entry into the nursery.
- Sometimes staff change activities too frequently due to the demands of the routine, resulting in children not completing their play to their satisfaction.

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 spent time interacting with staff and children in both the indoor and outdoor environments.
- The inspector sampled documentation that supports both children's development and welfare.
- The inspector took into consideration the views of parents and carers at the nursery.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector took account of the nursery's self-evaluation systems and the impact this has on the continuous improvement of the nursery.

Inspector

Claire Parnell

Full Report

Information about the setting

The Carousel Day Nursery was registered in 1992 and is on the Early Years Register. It is situated in purpose-built premises in the Billericay area of Essex. The nursery serves the local area and is accessible to all children. It operates from a converted bungalow and there is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3, including one at level 6.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 60 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- allow children to complete their activity of interest to their satisfaction, without interruptions from routines so their learning is progressed

- enhance all staff's use of the assessment procedures so they can more effectively use the starting points gained from parents/carers on children's entry into the nursery.

Inspection judgements

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

Children are making consistently strong progress in their learning and development. This is due to the quality of the educational programme throughout the nursery that promotes all the areas of learning for children of all ages. Staff have a secure knowledge of how children learn and provide stimulating and challenging activities and learning opportunities for them. Staff know the children well and dedicate their time effectively to supporting their individual developmental needs. However, on some occasions, the routine takes over, resulting in children's engagement in activities of their choice and interest not being as well supported as possible.

Children are skilful communicators. From an early age they are encouraged to sign, helping them to tell staff what they want and how they want it. Staff are consistently

effective at listening to children, helping children to feel valued and develop the skills of attention and understanding. For example, staff listen to children's descriptions of food in the home corner, developing their speaking skills and understanding of everyday events. Staff support children's language well by asking very effective open-ended questions that help them to think critically. They are given time to absorb the question, process it and respond. Staff hold back on leading children's answers to allow them to express themselves verbally and with gestures. Staff demonstrate effective teaching methods to differentiate activities for children's abilities. They simplify questions to encourage responses and thinking and provide challenges at different levels to support each child's individual stage of development.

Children enjoy exploring and investigating all activities. They are provided with a wide range of resources that reflect their interests and stages of development, both indoors and outdoors. Children show their flair for creativity through singing, in preparation for Christmas. They sing with gusto, enthusiastically joining in with actions and gestures that show their understanding of the song. Younger children show an increasing understanding of the roles that people play in their everyday lives. For example, children talk about the foods in the home corner, interacting with their peers and staff to act out cooking and sharing foods that they like. Older children show a keenness for letter formation and sound. They talk enthusiastically about the sounds and letters that their names begin with, identifying them on posters displayed at children's levels. This is extended by staff who ask questions about the letters for their friends' names, enhancing their understanding that print is for a purpose. Children show an increasing interest in the world around them, talking about who lives in the water when playing with water outside, linking the activity to real life experiences of the seaside. They constantly compare, count and match using activities, such as dough, to make animals that they are learning about due to events and festivals. For example, children make spiders' bodies and then match equal amounts of legs to either side of its body, counting them correctly to show an understanding of the numbers.

Babies and toddlers thoroughly enjoy books and stories. Staff are skilled at identifying books that reflect children's interests and the length of the story to reflect their concentration levels. They confidently explore the environment around them, making choices at an early age as to where to play, who with and what with. The use of the outside area is highly successful in promoting all the seven areas of learning to the same high quality as indoors. Careful thought is put into providing resources and equipment that promotes children's imagination, understanding of numbers around them, use of books and mark making. They also enjoy using their physical skills and exploring malleable materials, such as sand and water. Staff use their skills to engage children in challenging situations that provide learning in a different dimension.

The assessment, planning and observation system is personal to each child's ongoing development. Staff are committed to providing a programme of activities, both indoors and outdoors, that promotes children's continuous development and they evaluate their progress. When children move to the next room, a suitable summary is provided for the new key person to initiate planning for children's next steps. However, procedures for gaining information about children's starting points at a home visit are not always used as well as possible. This means when children start, staff do not always have as much

information about their achievements as possible in order to immediately promote their learning. A two-year-old check is produced shortly after a child's second birthday to identify their stages of development and any early intervention required to support their development. Parents are encouraged to share achievements from home, which are used as part of the assessment process to monitor children's all-round development.

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

The key person system supports children's well-being effectively. Staff know children well and have warm and caring relationships with them. For example, staff are quick to react when their key children are upset and need reassurance, using the deployment of other staff to support the remaining children well. Children develop very strong independence skills through the support and encouragement shown by staff. Children show a great respect for their peers and staff, supporting each other and offering help. They show delight in each other's company, smiling when others enter the room, older children hugging and calling their friends when they arrive at nursery. Children are very happy, content and at ease in the nursery due to the staff team's cohesive nature and the friendly, welcoming atmosphere. Key persons work closely with parents to ensure all children's needs are known and met.

Children's behaviour is exemplary. They show compassion and care towards each other, as staff are excellent role models within the nursery. Children use a high level of manners, signing and saying 'please' and 'thank you', sharing and cooperating in their play. For example, children take part in a group activity out in the garden, taking turns to listen to staff's instructions for finding letters and numbers that correspond to a large puzzle. Some older children support the younger, less able children to find the hole and shape that matches their piece. Children develop a clear understanding of appropriate behaviour through clear messages and explanations from staff. They listen to reason and react well to the impact that their actions have on others. Due to their positive behaviour, their understanding of safety and how to keep themselves and their peers safe is good. They confidently share concerns with staff and are reassured by staff's replies. Children are encouraged to put activities away themselves, after discussions with staff about tripping and falling over resources left on the floor; this helps them to gain an understanding of keeping themselves and their friends safe.

Children are provided with plentiful and healthy food options. They all have access to fresh drinking water throughout their day at the nursery. Young babies are supported by staff who offer drinks frequently and provide bottles of milk that relate to each child's individual routine. Food is freshly prepared and cooked by dedicated staff who hold the relevant qualifications in food hygiene. Children learn to serve themselves and are given the appropriate utensils to develop and manage self-help skills. Through play, children demonstrate an emerging understanding of making healthy choices for themselves. Children thoroughly enjoy the outside space, immersing themselves in physical activities that support their understanding of space and movement. Younger children experience fresh air daily by using the outdoor area and going for regular walks to parks.

Staff have established close links with local schools and support children's emotional well-

being for their successful transfer to school. They provide children with the developmental skills to ensure their school readiness. Staff talk to children about the teachers who will look after them, the buildings they will use and the activities they will do, as the staff visit the schools to build on this knowledge.

Children develop a good understanding of people's differences and celebrate these differences positively through festivals, stories and role play. Menus reflect cultural meals that support children's understanding of how other people in today's society live. Posters, books, play people and dolls all provide positive images for children to use in everyday play. Staff have a clear understating of how to support children who are fluent in a range of languages, positively reflecting these languages through the use of key words and dual language books. The use of sign language and pictorial aids also supports children's understanding and communication skills.

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

The leadership and management of the nursery is strong. The management team works very well together to support the staff in providing a happy working environment that promotes children's well-being and development very effectively.

All staff play an important role in monitoring the education programme in the nursery to ensure all children make good progress. The management team carry out regular observations of practices and use supervision, appraisal and team meetings to feed back positive practice and identify areas for improvement. Staff also carry out 'staff on staff' observations and share their experiences reflectively to provide examples of positive practice. In-house training and discussions in team meetings are closely related to the areas for improvement that are identified during these observations.

All staff have a direct input into the successful self-evaluation process. Action plans are drawn up regularly to plan for training and resources to support staffs' knowledge and practice in specific areas of learning and care. Staff confidently demonstrate their continuous improvements in all areas identified. Parents make a positive contribution towards the monitoring of staff practices and how children's needs are met. A compliments board is used to identify and celebrate good practice and suggestions are documented through a social network site to help support action plans and improvements.

Children are safeguarded well in the nursery. Staff have a professional knowledge of the procedures to follow if they have concerns about a child in their care and written procedures are displayed throughout the nursery to support staffs' and parents' actions. Staff hold relevant qualifications to promote children's learning and welfare and the majority of staff hold a paediatric first aid certificate. Robust procedures are in place to ensure only suitably checked staff have access to the children in the nursery, which promotes children's safety well. Documentation that supports children's welfare is recorded well and stored confidentially. Children's attendance is recorded accurately to show exactly how many children and staff are present in each room at any given time, demonstrating how ratios are appropriately met. Policies and procedures are regularly

updated and reviewed by the management team and staff and are made available to parents via the website and displays in the entrance hall.

The partnership with parents and other professionals is very strong. Parents and carers make very positive comments about how they feel truly involved in their children's care and learning in the nursery. Plentiful information is shared and parents know who their key person is and have close bonds that support children's emotional well-being. Parents receive written daily diaries with personal and individual information about their child's day. Some parents use this in a positive reciprocal manner to support their children's learning. They share information through the diary about children's achievements at home that are used well by staff to inform the next steps for learning. Staff make good professional links with other settings and local schools to promote consistent and continual practices to support children's care and learning.

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

Unique reference number	402030
Local authority	Essex
Inspection number	872206
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	31
Number of children on roll	60
Name of provider	Carousel Day Nursery Partnership
Date of previous inspection	11/08/2009
Telephone number	01277 632362

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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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