

Carlton Day Nursery

The Carlton Centre, Outer Circle Road, Lincoln, LN2 4WA

Inspection date	30/05/2014
Previous inspection date	13/02/2012

The quality and standards of the early years provision	This inspection:	
	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

- Children are safeguarded well as staff show a good understanding of the procedures to follow in the event of a concern.
- Indoor and outdoor space is very well organised with varied and interesting activities taking place. This results in children having quality learning experiences and making good progress in their development.
- Monitoring systems and development plans are robust. This is because the nursery managers are organised, enthusiastic and committed to ongoing improvements. Consequently, the staff team are well supported and motivation is high.
- An effective key person system is in place. This ensures children settle well and form close attachments with staff. As a result, children are able to explore and learn in a loving and caring environment.

It is not yet outstanding because

- Opportunities to enhance children's thinking skills are occasionally missed. Staff do not always give children sufficient time to answer questions and to keep up with singing songs.
- There is scope to gather more detailed information about children's development from parents, which will prevent a delay in identifying children's starting points.

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 four playrooms and the outside learning environment.
- The inspector conducted a joint observation with one of the managers.
- The inspector held meetings with the managers of the nursery and regional manager of the nursery chain.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the nursery's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julie Fowler

Full report

Information about the setting

Carlton Day Nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in Lincoln. The nursery is one of a group of nurseries owned by For Under Fives Ltd. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is a fully enclosed area available for outdoor play. The nursery employs 22 members of childcare staff. Of these, four hold appropriate early years qualifications at level 4, and 18 hold appropriate early years qualifications at level 3. A further two members of staff are employed as a cook and an assistant cook. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 102 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 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:

- request more detailed information from parents regarding children's development levels on entry to the nursery, preventing any delays in establishing children's starting points

- ensure all staff give children enough time to process their thoughts, in particular, by allowing more time for children to answer questions before offering answers themselves and by singing at a slightly slower pace so that children can confidently join in.

Inspection judgements

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

The strong key person relationships mean staff know the children very well. Consequently, they plan effective play and activities based on a secure knowledge of children's interests and development levels. These are designed to teach children new skills and enhance their development across all areas of learning. For example, when children excitedly explore the changing shades of green when shining a torch on fabric, staff explain their interest in opposites and that they are being taught about light and dark. Physical development is supported exceptionally well in the baby room, where teaching is strong. For example, babies cruising around furniture are actively encouraged to walk to members of staff and more mobile babies are supported to safely climb steps and balance to come down a ramp. Staff engage in frequent conversations with children. This supports their growing

speaking, listening and social skills. During a play dough activity, staff effectively question children as they freely talk about making sausages. This extends their thought processes and imagination. However, sometimes staff do not leave enough time for children to consider a response to a question before answering for them. This means children's thought processes can at times, be interrupted. Children's language development is good. Staff support children's developing spoken language well. For example, when one word communication takes place between children and staff, they repeat the word as part of a full sentence. Children then learn how to use words in context. A good balance of adult-led and child-initiated activities take place in each of the playrooms. In the purple room, for three to five year old children, more focussed teaching takes place in preparation for children going to school. This teaching is planned well and organised to cover all areas of learning both inside and outside. Staff also interact well with children during child-initiated play. For example, as children choose to fill watering cans to water plants, staff support them to access this from the tap on the water butt themselves and help them to remember which plants will need watering. Staff incorporate mathematical concepts into play, such as, asking whether more or less water will be needed.

Staff understand how to assess children's development. This is evident in children's learning journey records, which are accurate and show children making good progress. Children's characteristics of effective learning are recorded during assessments. Parents are involved in their children's learning. Their learning journey records are shared on a regular basis while staff update them on their child's progress. Parent's contribution to children's development is valued by staff. For example, a system is in place for them to contribute to their child's learning journey record and many of the baby room parents have made boxes with family photographs to share. However, there is a delay in establishing children's development levels when they start at nursery. This is because information gathered from parents is not robust enough, or based closely enough on the early years outcomes, for a clear measure of children's development level to be made straight away or for staff to know what children can already do.

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

Children learn and develop in a safe and secure environment, with loving and caring staff. This means that both the physical and emotional environments in the nursery are good. Rooms are specifically designed for children of different age groups. The resources are appropriate for the needs of the children in attendance and support their development well. These range from a cosy, but spacious baby room to a well-equipped pre-school room with direct access to an outdoor learning environment. Children make strong attachments in the nursery. There is an excellent key person system in place. Consequently children's confidence, emotional well-being and sense of belonging are supported to a high standard. For example, babies snuggle into staff as they are soothed to sleep and older children chat freely about holidays and sunbathing while resting after a running activity. Parents comment that the nursery is welcoming and helpful, that their children enjoy their time here. Small group times further support children's emotional well-being, and promote personal, social and emotional development. Children have time to speak and listen to each other and to make friends. Staff skilfully encourage turn taking while choosing songs to sing. Children join in with these. However, staff sometimes sing

too fast for children. This results in their thought processes not being able to keep up and consequently them being unable to join in as well as they might be able to.

Children learn how to keep themselves safe and healthy. Staff routinely discuss healthy routines with them and question effectively whether an activity is safe. When children attempt to climb on unsuitable equipment, staff question them skilfully about whether it is safe and what the impact might be if they fall. This shows staff have taught children that their actions have consequences, such as, if they don't climb in a safe place, they might fall and bang their head. Other health practices are equally well supported as older children excitedly explain why hands need washing before lunch and children explore the effects activity has on their bodies. They know that when you run you get sweaty and your heart beats faster. Children eat fresh, healthy food prepared in the nursery kitchen. The nursery have recently received an 'Eat better, start better' certificate for their work in improving children's health through the food they provide.

Children are emotionally well prepared for the next stage in their learning. This is because good transitional arrangements are in place to support them to move from home to nursery, between rooms within the nursery and to school.

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

Staff understand how to ensure children's welfare is safeguarded. Clear procedures are in place for all staff to follow if they have a concern about a child, member of staff or management. Staff spoken to during this inspection are well prepared for any eventuality and have clear knowledge of the safeguarding procedures. This includes why personal recording equipment is not allowed to be used in the nursery. Parents are supported through challenging situations by staff who take their role very seriously. This includes working closely with external agencies to ensure children are protected. There is a robust recruitment procedure in place and all adults working with, or with access to, children and their details have been vetted for their suitability. This includes Disclosure and Barring Service checks, identity checks, and references. Qualifications and experience are also checked. As a result, the nursery management have done everything they can to ensure the adults working with the children in this nursery are safe and suitable. Consequently, adults are able to support children's emotional development well, which gives them a secure base from which to learn.

The job-share managers work extremely well together. They are highly organised and have clear systems in place for monitoring and reviewing practice. They are continually reflecting and planning and implementing improvements. For example, some children are due to start school in September. As a result of this, the manager is renewing a display to include all about starting school and information from each feeder school for parents and children to see. Managers value all staff members. Staff are supervised on a very regular basis. Consequently, any concerns and development needs are addressed swiftly. This maintains a good atmosphere in the nursery, as staff members feel supported and happy. Managers regularly review children's learning journey records. This ensures they are making good progress in their development and all areas of learning are taught. Any gaps

in development are swiftly recognised and staff are supported to plan suitable activities to address these. Staff and management training is ongoing and an integral part of the nursery development plans. All staff are qualified in early years and are encouraged to train to higher levels. Staff enthuse about recent speech and language training attended and that more staff are being trained to be special educational needs co-ordinators. As a result, staff remain motivated to learn and use their new skills in the nursery. This results in motivation levels remaining high and children benefitting from the skills and experiences of the staff.

Partnership working is good at all levels in the nursery. All staff understand their roles, consequently, the nursery runs smoothly. Partnerships with parents are also effective. Their contribution to children's development is valued. This ensures that parents are involved in their children's learning to whatever level they choose to be. Parents comment that they receive good support from the nursery staff. As a result of these good relationships, children's well-being is supported to a high level. External agency support is sought when required. The managers work well with all agencies, understanding that their input into children's lives is also beneficial for children's development and well-being.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY264343
Local authority	Lincolnshire
Inspection number	860609
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	102
Name of provider	For Under Fives Limited
Date of previous inspection	13/02/2012
Telephone number	01522 787070

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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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