

# Carousel Nursery

c/o Linchfield School, Crowson Way, Peterborough, PE6 8EY



<b>Inspection date</b>	27 February 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children develop warm, affectionate relationships with all staff. They are confident to approach them and welcome their support and interaction in their play.
- Children are enthusiastic and active learners. They are supported to make good progress as they engage in a range of stimulating learning opportunities. Staff take into account children's different learning styles and interests when planning activities. Staff observe children and regularly review their development.
- Parents are supportive of the setting and participate in their children's learning through regular home-link activities, such as a book-lending system and completing a bird watch survey. Children's progress is shared with parents. They have constant access to children's photographs and observations of their learning through an online childcare management program.
- Children are provided with a wealth of learning experiences in the stimulating and well thought out outdoor play areas. They have very good opportunities to explore a natural environment for example, they enjoy collecting sticks to make their pretend camp fire and toasting marshmallows.
- Management has a good overview of the nursery and understands its strengths and weaknesses. Management seeks the views of staff and parents when reviewing practice and welcomes support and advice from the local authority.

### It is not yet outstanding because:

- New systems for analysing the precise progress that different groups of children make are not yet fully effective in helping staff to tailor their teaching even more sharply and ensure children reach the highest level in their learning.

## What the setting needs to do to improve further

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

- sharpen the focus on analysing the progress made by different groups of children, identifying the impact of any gaps in teaching on their levels of attainment.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Carly Mooney

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have good knowledge of child protection and understand the procedures to follow in the event of a safeguarding concern. Staff have had their suitability checked. Regular supervision meetings help to check that staff continue to be suitable for their role. Staff's practice is monitored and training needs identified to help further improve teaching skills and enhance children's experiences. Staff welcome the training opportunities given. Regular newsletters ensure parents have a good overview of the nursery at all times. Parents speak highly of the setting and relationships are friendly and positive. Staff work closely with the Reception teacher of the local school to help prepare children as they move on in their education. Suitable systems are in place for sharing information when children attend other settings.

### Quality of teaching, learning and assessment is good

Staff consistently engage with children. They talk to them and encourage conversation to help develop their language and thinking skills. Children are curious learners. In the garden they enjoy hunting for bugs and looking at their features through magnifying pots. Inspired by a recent bird watch activity, children are excited to find feathers on the ground and try to guess which bird they may have come from. They compare the sizes of the feathers and decide if they have come from a big or small bird. Staff make good use of the local community to provide children with different learning experiences. Children attend story time at the local library and visit the fire station to learn about people who help to keep them safe. Children use their imagination well as they become characters in role play and dress up in a variety of outfits.

### Personal development, behaviour and welfare are good

Staff are kind and help children to settle quickly on arrival at the nursery. Staff show a good appreciation for children's different backgrounds and provide tailored support where needed. Children behave well and show clear familiarity with the rules and routines throughout the sessions. They have made close relationships with each other and learn to negotiate and take turns in activities. Children enjoy taking responsibility for tasks, such as helping to prepare foods for snack time and washing cups and plates after eating. Staff help children to develop an understanding of a healthy lifestyle. They eat nutritious foods and grow vegetables in the garden. Children understand the importance of washing their hands before eating. Staff are well deployed to ensure that children are continuously supervised. Children understand about dangers and how to keep themselves safe. For example, they tell staff to be careful near the pretend camp fire or it will burn them.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress. Additional funding for children is used effectively to support and enhance their learning. Children build good skills in readiness for their move to school. They have good opportunities to recognise their name and hear initial letter sounds in words. Children practise their counting skills each day. They listen well to staff and follow instructions in large-group times.

## Setting details

<b>Unique reference number</b>	EY495257
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1031975
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Lyn Cox And Charlotte Larreta Partnership
<b>Registered person unique reference number</b>	RP905354
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01778348303

Carousel Nursery was registered in 2015. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at levels 3 to 5. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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