



## Castle Nursery at Perryfields

Inspection report for early years provision

**Unique Reference Number** EY290021  
**Inspection date** 11 October 2005  
**Inspector** Sally Wride

**Setting Address** 131 Perryfields Road, Bromsgrove, Worcestershire, B61 8TH

**Telephone number**

**E-mail**

**Registered person** Castle Nursery Ltd - 4620461

**Type of inspection** Integrated

**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

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## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Castle Care at Perryfields originally opened in 1995 and changed ownership in 2004. It operates from two rooms on the ground floor with toilet and wash facilities and a first floor sleep room in a detached property in Bromsgrove. There are two enclosed gardens available for outside play. The nursery serves the local area and has strong links with local schools.

There are currently 27 children from 6 months to 4 years on roll. This includes 9

funded three-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs and has procedures to support children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08:00 until 18:00.

There are four full-time and 3 part-time members of staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP). This setting is one of a small local chain which includes out of school provision.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children's health is clearly protected through well-planned daily routines and learning from example. They receive excellent support in learning to manage their own personal care as they wash their hands before meals, after toileting and outside play. Excellent procedures are in place such as staff consistently wearing disposable gloves and aprons for nappy changing. These help sustain high levels of hygiene and help to prevent the spread of infection. The nappy changing area is colourful and stimulating with mobiles, musical toys and photographs for the children to explore whilst having their nappy changed. Children's needs during rest and sleep times are carefully considered, with comforters and special toys kept close by so that children always feel emotionally secure. The premises and equipment are maintained to a high standard of cleanliness and older children enjoy helping with appropriate tasks to keep the room and equipment clean and tidy.

Children's welfare is safeguarded because staff have attended first aid training and can administer treatment in the event of an accident. Children benefit from the calm and caring approach of staff when dealing with minor accidents that occur, which quickly calms the children. Excellent systems are in place to ensure that accidents are well recorded and shared with parents at the end of each day. Appropriate procedures are in place for if children become unwell whilst at the setting. Children are well protected from the harmful effects of the sun because staff are pro-active in their approach. They ensure children wear sun hats and have written permission from parents to apply sun cream.

Babies and younger children have their own separate outdoor play area to ensure that they are kept safe from older and more able children when playing outside. They enjoy playing outdoors, regardless of the weather and wrap up warmly in their coats and Wellington boots, and enjoy using umbrellas and splashing in puddles in the wet weather. Indoors they are given plenty of space to move, roll, stretch and explore the things around them. They experience and achieve pleasure and control as they learn to throw a ball, play with shape sorters and use simple musical instruments. They

also benefit from being taken out for walks in pushchairs to enjoy the fresh air and explore their surroundings.

Older children have excellent opportunities to play outside and confidently move between the indoor and outdoor areas as part of their play. Their physical development is promoted and extended as they eagerly join in with free-play and organised activities. For example, they ride on wheeled toys, jump through hoops, sing songs and perform action rhymes and throw balls. They benefit from a wide range of outdoor resources and confidently take their indoor toys outdoors as part of their play. Children benefit from enthusiastic staff involvement and interaction when playing outside. Outdoor games are fun and inviting for children and are used to promote and extend children's learning in other areas, such as counting and colour recognition. Children enjoy regular walks along a cycle path at the rear of the setting to observe the farmer working in his field. They walk into the town centre to visit places of interest, such as the pet shop and explore the changing seasons, collecting leaves, twigs and 'conkers'. They have a developing understanding of the effects of exercise on their bodies, they listen to their hearts beating with stethoscopes and are confident to ask for a drink when they are 'hot and bothered' after being physically active.

Children gain a good understanding of a healthy diet. They enjoy a wide range of home-made meals and snacks with plenty of fresh fruit and vegetables included in the menus. Children with food allergies or requiring special diets are well catered for. Suitable menus are planned for the whole setting to ensure that all children are able to enjoy the same meals, regardless of their individual dietary requirements. Positive steps are taken to reduce the spread of infection, for example, children have their own named cups when having a drink. Parents are well informed about the quantity and types of food that their child has enjoyed whilst at the setting and their views and wishes are sought with regard to the foods offered to their children.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are kept safe because the indoor environment is safe and secure. The space available to children is well utilised. They benefit from being able to move around safely, freely and independently between well placed out activities and from the indoor to the outdoor play area. The setting is welcoming to children and their families. It is bright and colourful with children's art work displayed all around the building.

Children remain free from harm because staff monitor their free play vigilantly. Children of different ages use a wide range of suitable and safe equipment. Equipment is clean and hygienic and checked for it's safety every time it is used. Good quality resources help to enrich the environment in which the children play. They are rotated regularly and placed at child height so that children can choose from them safely, freely and independently.

Good attention to the reduction of risks helps to keep children safe and protected from harm. Children are well supervised and have a developing understanding of

how to think and act safely. For example, when walking outdoors older children know that they should stay close to the staff and learn about crossing the road safely. Their safety on outings is assessed prior to the visit to reduce potential risks and to identify any necessary procedures.

Children's welfare is promoted and safeguarded because the vast majority of staff have a clear understanding of the settings child protection policy and the procedures that they should follow in the event of a concern about a child in their care. All staff have a clear understanding of the known indicators of abuse. Children are cared for by adults who are vetted appropriately and suitable systems are in place to ensure that children are protected from staff awaiting their clearance.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are confident, well settled, happy and comfortable in their environment. They benefit from the care and teaching of dedicated and enthusiastic staff who continuously implement new ideas to further improve the care and learning opportunities for all children. Younger children are extremely confident and self-assured to work and play independently or in groups. They are very interested and consistently involved in a wide range of imaginative and worthwhile play opportunities both inside and outside, which promote their emotional, physical, social and intellectual development. Children are forming positive relationships with each other. They have excellent relationships with the staff who help them to develop their confidence through sensitive interactions and regular encouragement. They behave very well. For example, they are willing to take turns and share with little or no prompting. Their care is promoted well by the efficient and effective organisation which is further enhanced by the effective implementation of the Birth to three matters framework.

The quality of teaching and learning is outstanding. The staff have an expert knowledge and understanding of the early learning goals and how children learn and progress. The learning programme and activities are planned to provide a consistently inspiring broad and balanced range of activities which challenge all the children very well across the six areas of learning according to their individual needs and progress. This is developed through rigorous and effective observation and assessment procedures, which inform staff of key areas of focus for individual children. Children are set realistic challenges. They enjoy planned, interesting activities and as a result they are motivated, sustain their concentration and make clear links in their learning. Staff are very skilled in their questioning of children, giving them time to think through their answers. This encourages the children to progress and also to consolidate their learning. Staff are friendly and caring and form excellent relationships with the children through a key worker system which helps the children to feel secure. They give regular encouragement and praise which develops children's confidence and self-esteem and as a result children are very well behaved. Children use their imagination extremely well during a variety of role play activities which is supported with a wide range of resources. They speak confidently to each other and all adults. They have access to a wide range of books and listen with

anticipation and excitement to stories.

Children are developing their number and problem solving skills through a variety of activities and through singing and rhymes. They are then able to use these skills spontaneously in a positive and inclusive manner which further consolidates their learning and enhances their self-confidence.

Children's creative development is very well promoted through a variety of activities such as baking and making collages from objects that they have collected on a nature walk. They enjoy many walks in the locality and are taken out to different places of interest which truly enhances their sense of belonging to a community. Children's independence is promoted as they are encouraged to self-select activities and resources and move from the indoor to outdoor areas as part of their play. They work well together, sharing and helping each other. They are provided with a rich, vibrant and very-well resourced environment which further enhances their learning.

### **Helping children make a positive contribution**

The provision is good.

Children's self-confidence and esteem is promoted. All children are welcome in the nursery because staff value and respect their individuality and work closely with parents to meet individual children's needs. Staff ensure that all children are fully included in the life of the setting and have a clear understanding of the family context of each child. Children enjoy an excellent range of resources and benefit from well-planned activities that promote a positive view of the wider world. This increases their awareness of diversity and their understanding of others. Children with special or additional needs are well supported, with care and activities tailored to meet their individual needs. Effective strategies are in place to identify and support children with special needs and other professionals are welcomed into the setting to work in partnership with parents and staff. The children's achievements are planned and monitored and effective records are kept.

The children behave very well and play harmoniously together. They are well supported by staff who encourage sharing and taking turns and have clear expectations and set consistent boundaries. Children are able to negotiate with others and take responsibility for their own behaviour. They receive regular reassurance, praise and encouragement, which promotes their confidence and self-esteem. This positive approach fosters children's spiritual, moral, social and cultural development well.

Parents speak very positively about the nursery, the staff and the good progress their child is making. They are provided with well thought out information displayed on notice boards, in newsletters and by daily exchanges of information. A colourful display in the baby room which details the content and benefits of the Birth to three matters framework has been produced for parents of the younger children attending the setting. Parents' views are regularly sought through questionnaires and a suggestions box and where possible these views are implemented as part of nursery practice. Parents are encouraged to share their knowledge and views of their children's development with the nursery. This enables staff to provide the most

appropriate care for the children's needs on an individual basis. All of this contributes to children's good health, safety, development and learning.

The partnership with parents is good. Parents are given good quality information about the Foundation Stage curriculum and the six areas of learning in the nursery prospectus. Plans are displayed in the pre-school room to ensure that parents are kept informed about the topics and activities that their children are enjoying whilst at the setting. Parents have regular newsletters and are reminded to ask to see their child's development charts if they wish. However, parents are not so well informed about the children's continuing achievements and progress and this reduces their scope to support learning at home.

## **Organisation**

The organisation is good.

The nursery offers a warm and welcoming childcare experience where children are happy and settled. Children's care is further enhanced by the effective organisation and use of space. Staff are effectively deployed and children have high levels of individual attention which supports and extends their learning.

The vast majority of the required documentation is in place, with the exception of records of existing injuries and incidents that arise. All other documents are well maintained and are regularly reviewed to ensure that they continue to meet requirements. Records are stored confidentially and are only accessed by the staff. A detailed and well thought out operational plan is shared with parents and implemented well by staff. Children's parents are provided with attractive and detailed written information, which include the range of policies and procedures, information about the service provided, the Foundation Stage curriculum and information about staff qualifications and training.

The leadership and management of the setting is good. There is a clear vision for the nursery and effective steps are taken to plan ahead, evaluate and improve the services that are offered. The management and staff work very well together to ensure that policies and procedures are effective, relevant and put into practice appropriately. They share a strong vision for the nursery which is "to provide high quality day care in a loving, caring, safe and stimulating environment, catering for each individual child to help them reach their full potential".

Staff are enthusiastic and motivated and work very well together as a team. They are committed to ensuring that the individual needs of all the children are addressed and that all children feel included within the setting. There are comprehensive and clear recruitment and induction procedures in place which ensures that new staff quickly settle and understand the vision and good practice of the nursery. Staff are well supported but would benefit further if their roles and responsibilities were more clearly defined. Currently regular staff appraisals do not take place. This has been identified as an area for further improvement. Children's development is further enhanced through the ongoing commitment of staff to continue to develop their knowledge through regular attendance on training courses. Overall, the provision meets the needs of the children who attend.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that existing injuries and behavioural incidents are recorded

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- encourage and support staff's professional development through regular appraisal
- improve opportunities for children's developmental progress records to be shared with parents to enable them to further support their children's learning.

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