

Castle Lane Day Nursery Ltd

Inspection report for early years provision

Unique reference number EY372240
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Inspector Sally Elizabeth Lee

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Castle Lane Day Nursery in Market Harborough, Leicestershire was taken over by the current owner in 2008. The nursery operates from a converted detached building. Care is provided on three levels and there is a secure outdoor play area. The basement level only is accessible to wheelchair users. A maximum of 90 children may attend the nursery at any one time aged from birth to under eight years. The out of school provision accepts children to the end of primary school. There are currently 155 children on roll, of these, 20 are in receipt of funding for nursery education. Children attend for a variety of sessions.

The nursery is open each weekday from 08:00 to 18:00, throughout the year. The before and after school club is open from 08:00 to school start and from 15:30 to 18:00 term time and full days during school holidays. Children are transported to and from six primary schools in the Market Harborough area. Children come from the local community and surrounding villages within Leicestershire and Northamptonshire. The setting receives support from the Local Authority.

There are 17 staff who work with the children, 15 of whom are qualified and two of whom are working towards an early years qualification. Two members of staff are currently studying for an early years degree. The setting is a member of the National Day Nurseries Association. The nursery is registered on the Early Years, Compulsory Childcare and Voluntary Childcare Registers.

Overall effectiveness of the early years provision

The setting provides very effectively for children in the Early Years Foundation Stage (EYFS). Staff meet children's individual developmental needs well and promote most aspects of children's welfare and learning successfully. Children are settled, safe and secure. The owner is very aware of the strengths and areas for improvement within the setting and is working with the staff team to improve the experiences of the children who attend. Staff ensure that children with learning difficulties and/or disabilities are included and meet individual needs with regard to their cultural and religious backgrounds. Information obtained from parents/carers is mainly verbal and is sufficient, although there are limits as to how far they play an active part in their child's learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- take necessary steps to prevent the spread of infection, in this case by improving hand washing resources for the children
- develop educational programmes to ensure that starting points and ongoing learning is obtained from parents and objectives are clearly identified for all children
- make policies and procedures available to parents.

The leadership and management of the early years provision

Effective safeguarding procedures ensure that children are well protected. For example, robust vetting procedures meet requirements. Some staff have attended Local Safeguarding Children Board training and information has been cascaded to all. There are good systems in place for monitoring and self-assessment. In the short time that the owner has been responsible for the nursery she has worked effectively with the manager, staff team and outside agencies to ensure improvement. Staff explain how supportive the local Special Educational Needs Coordinator has been in enabling them to provide effective inclusive care for children with learning difficulties and/or difficulties. Systems are in place to develop links with other providers in order to provide consistency for all children. For example, the Head of Extended Services for the area will support the setting in improving liaison with schools.

Staff qualifications are in line with requirements and clear systems are in place for recruitment, selection and induction. Staff demonstrate a strong understanding of how children learn and they assess their own practice, for example, training needs are identified during the year as well as at twice yearly appraisals. Knowledge gained during training is shared between team members to improve practice and ensure that all children benefit.

Written information provided for parents/carers is satisfactory. All of the necessary policies and procedures have been drawn up but these are not displayed or given to parents. The provider intends to include these on the nursery website. Required records are in place and information on each child's individual needs is included. However, detail from parents on what their child knows and can do is not requested consistently and potentially this impacts upon the progress that the child makes. Most staff plan and evaluate activities effectively and use what they know about individual children to inform planning. Resources are plentiful and are easily accessible.

Children are safe because staff assess and limit risks on a daily basis. A health and safety coordinator has been appointed and risk assessments are thorough as they cover everything with which children come into contact. However, potentially children's health is at risk because they share tablet soap and sometimes towels when washing hands.

The quality and standards of the early years provision

Children are provided with good opportunities to help them to make progress across all areas of learning and development. The planning is flexible, responding to children's individual interests and ideas. Staff base their planning on what they know children enjoy and can do. They gather this information by talking with parents and in some, but not all, areas of the nursery more formal systems are in place. Staff observe children as they play and most children benefit from the use of observation and assessment for their individual learning.

Children are confident, active learners. Personal, social and emotional development is a strength throughout the nursery. Children have made good relationships with staff and other children and are learning to play co-operatively. For example, four children playing in the outdoor area make up a game, taking it in turns to play on a scooter. The child returning with the scooter then sings 'eeny, meeny, miney, mo' and chooses a child to take the next turn. The other children wait patiently for their turn, chanting the child's name. Children behave well. All children are developing confidence in their physical skills as they use age-appropriate large physical play equipment and manipulative skills are developing well.

All children have daily opportunities to experiment with a wide range of media and materials. For example, toddlers compare the properties of the wet and dry sand while older children experiment with clay and enjoy using water to make marks and to wash the wheeled toys in the outdoor area. Staff encourage children to use their own experiences to foster their creativity. For example, children's interest in hedgehogs leads to plastic straws being provided with the clay and children use them to make spines on their hedgehog models.

A good choice of inviting books is easily accessible in all areas of the nursery. All children enjoy stories and older children are learning that information can be gained from books. At group times children speak confidently and are learning to listen to others. They enjoy joining in with songs and rhymes and some of these help them to count. The environment encourages them to recognise letters and numerals, for example, by numbering the buckets and spades in the sand which children are then encouraged to match.

Staff create a safe and welcoming environment and children are learning how to keep themselves safe, for example, when using the stairs within the setting and during transportation to and from schools. Children learn about healthy eating during snack and meal times, however, staff do not consider the risk of cross-infection during hand washing. Children's welfare is protected because staff have a clear understanding of child protection and implement policies appropriately.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.