

# Castle Nursery at Perryfields

Inspection report for early years provision

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<b>Unique reference number</b>	EY290021
<b>Inspection date</b>	17/02/2009
<b>Inspector</b>	Rachel Wyatt
<b>Setting address</b>	131 Perryfields Road, Bromsgrove, Worcestershire, B61 8TH
<b>Telephone number</b>	
<b>Email</b>	
<b>Type of setting</b>	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 Nursery at Perryfields was registered in 2004. It is part of a local chain of privately owned day care settings. The nursery is based in a building in its own grounds in a semi-rural location on the northern outskirts of Bromsgrove, and serves the local area. The nursery operates from three ground floor rooms, each with its own changing area and/or toilet and hand washing facilities, and there is a sleep room on the first floor. There are enclosed outdoor play areas and children have opportunities for local walks and outings. There is level access into the premises with one small step within the ground floor area. There are stairs to the first floor sleep room, staff room and storage facilities. The nursery is open each weekday from 08:00 to 18:00 for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 42 children may attend the nursery at any one time. There are currently 58 children aged from birth to under five years on roll, some in part-time places. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare register. There are no children on roll in the older age group. The nursery currently supports a number of children with learning difficulties and/or disabilities. There are procedures to support children who speak English as an additional language.

Twelve staff, including the owners, work with the children. All adults have early years qualifications, including one member of staff who has a degree in early years. The setting receives support from the local authority. The nursery provides funded early education for three and four-year-olds.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. A strong partnership with parents and careful assessment and planning ensures each child's needs are fully understood and that all aspects of their welfare and learning are successfully promoted. Children thoroughly enjoy learning in a most inviting, safe and secure environment, because the owners and staff are dedicated to ensuring everyone feels welcomed and that every child is able to take a full and active part in all the nursery has to offer. Consistent monitoring and evaluation of the setting by the managers and staff means that priorities for future development are promptly identified and acted on, resulting in a high quality service which is responsive to the needs of the families who attend.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- improve documentation relating to children's health by including details of dates on the written record of medicines given to children and on the records kept of fridge temperatures.

## **The leadership and management of the early years provision**

Children are fully safeguarded. Robust systems are in place to ensure children are protected from harm. Staff clearly know what to do if they have concerns about a child's welfare and relevant safeguarding procedures are fully understood and ready to hand for the adults' reference. Children's welfare is also endorsed by the setting's commitment to maintaining up-to-date information on their family circumstances, including details about who has legal contact and who has parental responsibility. Parents are reassured as their wishes are expressed in clear agreements regarding their children's care and education, including action to be taken in a medical emergency.

High priority is given to promoting children's health and safety. Staff are most conscientious about ensuring everywhere is clean, comfortable, secure and safe. Robust risk assessments, including daily monitoring, ensure hazards are promptly identified and addressed. Regular checks mean that fire detection equipment, and all safety and electrical appliances are well maintained. In addition, prompt appropriate action is taken to revise safety procedures. For example, front door security arrangements have recently been revised and reissued to parents and staff, and the introduction of a numerical record of the occupancy of the first floor sleep room contributes to improved emergency plans.

Children are also safeguarded because adults looking after them are suitable, well qualified and experienced. Staff recruitment, induction and development procedures are exemplary. Everyone works very well together, each adult clearly understanding their roles and responsibilities. Children thrive because they are looked after by a consistent staff team, including their designated key person, and sessions are calm, unhurried and most rewarding. Staff competently manage routines so that children are very well nourished, comfortable and the risks of cross-infection are minimised. Food is safely stored and prepared. If children become unwell, have an accident or need medication, they have prompt appropriate treatment. Record keeping relating to children's health and hygiene is generally very well managed, except occasionally dates are omitted from a few medication and fridge temperature records.

Partnership with parents and other agencies involved in children's care are very much valued. From the outset parents are encouraged to come into the nursery so they know how it operates and to get to know the staff and the area where their child will be based. Parents' views about the nursery are frequently encouraged and acted upon, for example, recently resulting in them being given clearer information about the role of their child's key person. Children's welfare, learning and development is enhanced because staff and parents regularly exchange information, enabling staff to accurately plan for each child's needs and so families know all about their child's day and their progress. Regular newsletters and a wealth of displays throughout the nursery help parents to understand the range and purpose of the experiences offered to their child.

Children benefit from the nursery's robust monitoring and evaluation procedures. As part of their day-to-day running of the nursery, the owners and staff monitor all aspects of hygiene, health and safety; assess the effectiveness of procedures and evaluate the impact of activities on children's progress. In addition they share a determination and a vision to ensure the ongoing development of the setting. This is clearly evidenced by the way recommendations from the last inspection have been fully addressed, and by the significant changes made to the premises to create a most inviting well-organised and very child-friendly environment. Further improvements are planned to enhance children's learning outdoors and to further develop areas used by the staff.

## **The quality and standards of the early years provision**

Babies and children are making good progress towards the early learning goals and in all aspects of their development. Information from parents, including regular updates to their child's 'All about me' records, and robust assessment procedures ensure staff fully understand each child's starting points and their ongoing learning priorities. All staff contribute to well thought out planning for the children in their room. They take account of the outcomes of assessments and of their evaluations of activities, as well as confidently reflecting children's interests and suggestions. As a result, children take part in most rewarding activities and experiences which cater for their individual needs and successfully promote the next stages in their development at their pace. Staff clearly understand where children need additional support, for example, to promote their speech and language. Plans, activities, resources and the adults' input, are skilfully adapted in order to successfully support children with additional needs and to ensure those who are more able have appropriate challenges.

Babies and children love being at nursery. They enter a vibrant, nurturing environment where they are very well cared for by kind, capable staff. The setting is committed to promoting a completely child-friendly atmosphere. This is reflected in the way each base room is carefully furnished and equipped to cater for the needs and abilities of the children. For example, in the baby room and their adjacent outdoor area, sturdy equipment and furniture help babies to safely explore their surroundings, to sit and feed themselves at meal times, and to become increasingly mobile.

Babies and children are active participants in a wide range of activities which promote their exploration, creativity and critical thinking. For example, like their older peers, babies relish the many opportunities for exploratory play when they can safely fully investigate the properties of different materials such as paint, water, foam or pasta. Children are very imaginative and creative, expressing their feelings through their pictures and words such as their Valentine day's paintings or as they act out scenarios in stimulating small world and role play areas such as the pre-school's hair dressing salon or the toddlers' baby clinic. Children are adept at problem solving and reasoning. For example, in the baby room, staff plan activities to help them find out how different toys move or work. Babies and toddlers love interactive number rhymes, and older and more able children confidently work out problems and organise objects according to colour, shape, size or type such as

when sorting out different items in the role play 'recycling centre'.

Children develop positive life skills. They are articulate, expressing their ideas, recalling events, answering questions and listening attentively to others. Babies and children relate very well to each other and to adults. They form friendships and play cooperatively. Children are confident and feel valued. Staff help children to understand the importance of getting on well, to behave in ways that are safe for themselves and others, and to understand the consequences of any inappropriate or hurtful behaviour. Children learn about the wider world through meaningful play and using books and resources which effectively depict positive images of diversity. They understand about caring for their community and environment. For example, children in pre-school attend Forest School and are becoming experts on recycling, whilst younger children buy and help to nurture bulbs and plants they grow in their outside play areas. Children fully appreciate aspects of a healthy lifestyle, thoroughly enjoying regular outside play as well as local walks and outings. They are confident in recognising and seeing to their personal care needs and adeptly make healthy choices about what they eat and drink.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://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 the last inspection.

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.