

The Castle Day Nursery Limited

Inspection report for early years provision

Unique reference number	113417
Inspection date	24/04/2009
Inspector	Jill Steer / Janet Marie Thouless
Setting address	Angola House, Angola Road, Worthing, West Sussex, BN14 8DU
Telephone number	01903 234679
Email	
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 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).

Description of the setting

-----The Castle Day Nursery Limited registered under its current private ownership in 1991 and operates from eight rooms on both floors of a detached house. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area on the outskirts of Worthing. It is open each weekday from 08.00 to 18.00 for 52 weeks of the year.

A maximum of 54 children may attend the nursery at any one time. There are currently 80 children aged from birth to under five years on roll, some in part-time places. There are 17 members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in an inclusive environment which supports and recognises the uniqueness of each child. Good partnerships are in place with parent and carers and they are happy with the service provided and information is appropriately exchanged regarding children's achievements. Safeguarding policies are robust and staff have a clear understanding on how to support children's welfare. Through self evaluation management demonstrate a commitment to ongoing improvement by reflecting on their practice to bring about improved outcomes for children.

What steps need to be taken to improve provision further?

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

- provide opportunities for younger children to begin to manage their own personal care needs
- improve evacuation procedures in relation to a place of safety and the garden gate
- continue to develop assessments to inform individual planning
- increase use of and planning for outdoor area

The leadership and management of the early years provision

The nursery is well organised and staff work well together as a strong, competent team. Staff have a positive attitude towards updating their knowledge and skills through the completion of training which management support and facilitate. Questionnaires are given to the children and their parents to find out what they like about the nursery and where they feel any improvements could be made. Although the staff's views are not sought in contribution to the completion of the self evaluation form. All the required policies are in place to give staff clear guidance on working procedures including safeguarding children. This ensures they are clear about how to manage any concerns they may have, where to refer for

further guidance and how to minimise allegations against themselves. Comprehensive risk assessments are conducted and cover all aspects of care, including outings, and staff are vigilant in maintaining a very clean, safe and hygienic environment.

A bright and colourful entrance creates a pleasant welcome to parents and children. Information about the nursery is displayed along with details of menus and activities. For example, a book about the last Open evening for parents gives examples of the six areas of learning within the Early Years Foundation Stage (EYFS). Parents receive daily report sheets and regular newsletters which keeps them informed about nursery life and how children spend their time at the nursery. Good working relationships have been established with other agencies for example, speech therapy, community health services and additional needs, to ensure children receive any additional support necessary. As a result, good lines of communication are maintained so parents are able to support and extend children's learning at home. Staff offer an inclusive setting and welcome all children and families in to the nursery. A poster is displayed in different languages reflecting the different ethnicity of all children attending. This ensures all children feel valued and respected for their own individuality.

The quality and standards of the early years provision

A wide range of resources and planned activities provide children with a good balance of child initiated and adult led activities. As a result children are making steady progress towards the early learning goals. On arrival, children choose what to do from the range of resources prepared for them. Photos of all the other available resources are provided for them to browse and request any others that they may prefer, which enables them to make independent choices. Each morning and afternoon all children enjoy playtime outside in the well organised garden. For example, climbing and riding which uses up some of their energy, tending the produce they are growing, digging and discovering worms and insects, or just painting the shed with brushes and water. However, the play time activities are not included in the planning and the time allocated is limited. This means when children are engrossed in their play, the daily routine interrupts their enjoyment and the lack of planning does not make the best use of the outdoor sessions.

As children grow their vegetables and herbs in the garden, the cook prepares them to be tasted and enjoyed with their meals. Children then take turns to place the peelings in to the compost bin which will then be dug around the next crop of vegetables. Along with recycling many other items, children celebrate 'Earth day', all of which teaches them about protecting their environment. All the meals are freshly prepared each day in accordance with individual dietary needs. Drinking water is readily available along with a healthy and nutritious selection of snacks, such as raisins, apricots and bread sticks, for children to help themselves to whenever they are hungry or thirsty. Staff trust the older children to manage their own personal hygiene needs such as hand washing after toileting and before meals. However, babies and toddlers do not learn these routines as they are not given the opportunity to independently wash themselves.

Most staff have received in-house training regarding implementing the EYFS. They have a comprehensive system of planning and observing children to monitor their development. For example, staff record observations of children at play along with samples and photographs of their work. However, they are not effectively using this information to plan the next steps in each child's learning so they make good developmental progress.

Children are very happy and settled at the nursery, they have established close, warm and trusting relationships with both their peers and the staff. Good provision is in place to develop and extend children's language. Staff use many opportunities to engage children in conversation, encouraging them to share their thoughts and ideas, providing them with good support and guidance. Even the youngest baby sits engrossed as a member of staff skilfully reads a story, whilst older children enjoy looking at familiar, large story sack books which are read to them along with the use of props. Staff use intonation of voice to make the story 'come alive' and encourage the children's involvement through questioning.

Regular evacuation procedures are practised so children are not concerned about leaving the premises in an emergency. A written policy guides staff as to the procedure but does not include where children will be taken for a place of safety. The fire exits are kept clear and free from hazards and the exit gate from the garden is closed securely, however it can be opened by children.

Effective procedures ensure children can only be collected by people authorised to do so, keeping them safe. Children learn to keep themselves safe through the 'Golden rules' which are displayed throughout the nursery and frequently referred to.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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