

Castle Top Private Day Nursery

Inspection report for early years provision

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Inspector Patricia Graham

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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 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

Castle Top Private Day Nursery is managed by a limited company. It registered in 2005 and operates from four rooms accommodated in single storey premises. The nursery is situated in the Mossley area of Tameside. Children have access to a fully enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 60 children may attend at any one time. There are currently 73 children aged from three months on roll. The nursery is open each week day from 07.00 until 18.00. It is open for 49 weeks of the year.

There are 17 members of staff, 14 of whom hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) level 2. One member of staff is working towards Early Years Professional Status. Five members of staff are also working towards a level 5 qualification. The nursery provides funded early education for three and four year olds. The nursery has a Tameside Quality Standards award and are currently working towards a Pathways to Quality award.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The Early Years Foundation Stage (EYFS) is promoted well which ensures children's welfare and fully supports their learning and development. Effective partnership working with parents and others ensures children are acknowledged as individuals and their needs are well met. Successful monitoring of all aspects of the provision, seeking views of parents and sharing ideas promotes continuous improvements. This provides good outcomes for children.

What steps need to be taken to improve provision further?

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

- consider ways to promote children's independence at lunch times.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child and who has parental responsibility for the child. (Safeguarding and promoting children's welfare)

14/07/2009

The leadership and management of the early years provision

Good self assessment of the provision identifies key strengths and highlights targeted areas for development. For example, the whole team has identified the need for additional training in the EYFS. This has successfully been completed, ensuring children receive high quality care from a dedicated team of caring practitioners. Systems are in place to develop the outdoor environment and base rooms are continually monitored ensuring the needs of each child. In addition to this, the views of children and parents are actively encouraged, for example, parents review policies and make suggestions regarding changes in the menu.

There are robust vetting procedures in place ensuring children are cared for by suitable adults, and a good awareness of safeguarding procedures by all staff members means children are fully protected. Thorough risk assessments are undertaken on all aspects of the provision and for each type of outing. This further enhances children's safety. Close monitoring of all visitors is effective as staff personally greet visitors at the door and good procedures are implemented to ensure safe collection of children.

Good partnerships with parents enable trusting relationships to be formed. Staff work harmoniously with parents, ensuring the needs of their child are met. For example, home link books keep parents abreast of their child's day and detailed information is sought from parents about children's individual needs and interests. This information is used successfully to support and extend children's learning and development. Required consents are obtained from parents, such as consent to seek emergency medical treatment, which enhances children's health and well-being. However, systems are not yet in place to seek information about who has legal contact or parental responsibility for the child. This is a specific legal requirement. Links with other settings children attend are established, ensuring continuity of care. Systems are also in place to support children moving on to school as staff work in partnership with local schools. This ensures a smooth transition for children, which helps them feel assured and prepared for their school life.

The quality and standards of the early years provision

Children make good progress in their learning as staff have a secure understanding of the learning and development requirements. They make frequent observations, liaise with parents and plan meaningful activities and experiences which build on children's interests. Consequently, children make very good progress in relation to their starting points. Children develop good levels of communication as they bring stories from home which they share with their friends at circle times. Babies are fully supported as staff give them lots of cuddles and attention, as a result, they build affectionate relationships with their key person.

The enabling environment provides children with confidence as they explore the wide range of varied activities. For example, children dance enthusiastically to the music, partake in physical exercise and develop their creativity as they engage in

role play. They solve problems through discussions and this is extended in play as they build the train track, carefully fitting the pieces together. Their awareness of numeracy is further enhanced through well resourced number areas, which contain equipment such as scales, shapes and cubes. Consequently, children are able to develop an early mathematical understanding. They learn about life cycles as they plant and nurture their flowers and dig for creatures in the garden area. Their awareness of living things is further enhanced as they relish visits from the 'Really Wild Show' who bring tarantulas, snails and snakes.

Children are totally engaged as they select activities of their choosing, enabling them to become active learners. They value the needs of others as they play cooperatively with their peers and embark on innovative fund raising activities, which helps them understand about others who are less fortunate. Children display good levels of independence as they carry out complex tasks, such as building walls with water and sand, preparing their own sandwiches and making fruit kebabs. However, their independence is a little restricted at lunch times.

Children become increasingly aware of safety through good practice. For example, they take part in fire evacuation and learn about how to keep themselves safe in the event of a fire as fire officers visit the setting. Children enjoy a home-cooked menu, which is updated according to seasons and consists of an abundance of fruit and vegetables and contributes to a healthy lifestyle. Children's well-being is further enhanced through daily opportunities in the outdoor play area, which is well resourced and provides exuberant activities for children. Good hygiene measures are in place enabling children to stay healthy. For example, freshly laundered bedding is provided for children who sleep and effective storage of soothers and dummies minimises the risk of cross-infection. The majority of staff are qualified to administer first aid, which means children's well-being is assured in the event of an accident.

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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