



# Castle Top Private Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY312095
<b>Inspection date</b>	20 October 2005
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<b>Registered person</b>	Tiny Treasures Ltd
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

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.

### WHAT SORT OF SETTING IS IT?

Castle Top Private Day Nursery is an adapted single storey building situated in a semi-rural area in Mossley, surrounded by green belt and farming land. The nursery has a rear garden for children's outdoor play. The nursery is secured by perimeter fencing and locked gates. The entrance to the nursery is situated next to the office where visitors/parents gain authorised entrance. There are four group rooms and a link corridor, with toilet facilities situated at the far end.

The nursery opens from 07:30 until 18:00, Monday to Friday, and operates for 50 weeks of the year. The nursery is registered to provide care for 60 children, of which

23 places are available in the pre-school room.

The person in charge is qualified to level 3 NVQ and over half of the staff team are qualified to level 2 NVQ.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children access outdoor activities daily, which contribute to their good health. They run and play in the fresh air and practice physical skills with equipment such as climbing frames and wheeled vehicles.

Children are well protected from infection through good hygiene routines, which include wiping tables before and after snack time and the cleaning of toys and equipment. Staff knowledge of food hygiene practices contributes to the prevention of infection. Children are reminded of the importance of personal hygiene before eating, when they are asked to wash their hands. They are protected from cross infection as the provider has a good sick child policy which is shared with parents.

Children's health is fostered through the provision of a good choice of healthy meals and snacks. Their dietary requirements are catered for. They learn about a healthy diet as staff discuss nutritious food with them and talk about the choices they have for their snacks. Children have an understanding of a healthy lifestyle which staff promote through visits from healthy food representatives. Children have the benefit of regular drinks which are offered throughout the day.

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

The provision is satisfactory.

Children are cared for in well maintained premises where risk assessments have been carried out to identify and act upon safety issues which may put children at risk.

Spacious and welcoming facilities are provided. Displays of children's work are bright and attractive helping to develop children's sense of belonging. Children are able to move around safely in the suitably organised environment. Rooms are well organised to provide different areas for play and for rest. Children benefit from sufficient space and suitable facilities indoors and out of doors. The children are safeguarded within the setting as doors are kept locked with a secured entry system.

Toys and equipment conform to required safety standards and are checked for their suitability. This ensures that children have a sound selection of toys and equipment to choose from. Children safely access a variety of sensory resources such as sand, flour, pasta and paint. Safety equipment such as safety gates and grid covers are in place. This effectively maintains children's wellbeing.

The protection of children is maintained as staff have a clear understanding of the

Area Child Protection Committee guidance. They know how to safeguard the child. A nominated member of staff takes responsibility for the handling of concerns and staff know how to monitor any concerns they may have. The written procedure for child protection requires amendment to confirm what action should be taken if an allegation is made against a member of staff.

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

The provision is good.

Children are well stimulated through the range of activities on offer such as the role play area, puzzles, construction and art and craft activities in each of the play rooms. Areas are defined and the children choose where they would like to play. Children are valued and are listened to by the staff who get down to the child's level to interact, therefore promoting their self esteem.

All children have opportunities to develop socially, emotionally, physically and intellectually. They enjoy activities such as sharing picture books and talking about stories, exploring the texture of play materials, singing songs and nursery rhymes, participating in movement and creative art work.

The Birth to Three Matters framework is well used to devise plans for younger children. The children's achievements and progress is assessed as part of ongoing observations and each term in a more detailed report. This ensures that activities are appropriate to the child's stage of development and that children are challenged and supported as necessary.

Older children make good progress in relation to the Foundation Stage Stepping Stones. They work towards the early learning goals as staff have a good understanding of the curriculum and plan appropriate activities in each area.

Children are happy and have relaxed relationships with staff who listen to them and respond appropriately. They show developing independence and self-care skills such as toileting and helping themselves to equipment they need. A key worker system ensures that staff have a good awareness of children's capabilities, and in their day to day focused activities they plan to support children to move on to the next stage in their learning and development.

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

The provision is good.

Children make free choices from all toys. There are positive images of race, gender and disability around the provision. This approach works towards fostering children's spiritual, moral, social and cultural development. Their experience of the wider world is promoted as children learn about festivals and religions from around the world.

Children with special needs integrate well into the nursery. Activities and equipment are adapted to ensure all children are able to participate fully. Children with special needs are supported and therefore develop during their time with the nursery.

Regular meetings with parents and other professionals such as the area special educational needs coordinator and speech therapists ensure the care of each child is appropriate.

Children are well behaved. They know what is expected of them because staff use consistent methods of behaviour management. Staff are good role models. There is a clear policy of dealing with behaviour and this helps to promote children's self-esteem.

Partnership with parents is good. Continuity of care for the children is promoted as the nursery operates an open door policy. Parents know they can discuss any issues when necessary and can make appointments for confidential meetings about their child and any issue that concerns them. There is a wide range of information available to parents about what is on offer at the nursery and how different areas of the Birth to Three Matters framework and the Foundation Stage curriculum are promoted. Parents are fully informed of the progress that their child is making and of developments within the nursery in general. Parents receive detailed daily information about their child from staff and there is a parents' notice board and regular newsletters to enhance information sharing with parents. They would know how to make a complaint. The effective communication between parents and staff helps to promote children's welfare, safety and learning.

## **Organisation**

The organisation is good.

The manager and staff work well together to ensure that children are provided with good quality care and education. Children are cared for in a positive and supportive environment which effectively promotes their social and moral development. The strong commitment to improvement is reflected in the staff training. This maintains and improves the quality of care and learning for all children.

Children benefit from the smooth running of the nursery and the clear routines which make them feel secure. The manager uses good induction procedures and ensures that staff are appropriately vetted and qualified. Staff are aware of their role within the nursery and they work well together to promote its effective running.

Records are sufficient and detail the individual requirements of each child and include relevant consents and contacts. Policies and procedures are in place to promote the safety and well-being of the children present.

The provision meets the needs of the children who attend.

## **Improvements since the last inspection**

This is the first inspection since registration.

## **Complaints since the last inspection**

Ofsted has received one complaint relating to National Standard 6: Safety. The main concern related to the security of the premises. The Complaints, Investigation and Enforcement Team contacted the provision. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied the provider remains qualified for 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.

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

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.

## **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 clear procedures for action if an allegation is made against a member of staff
- ensure that records of staff attendance include arrival and departure times and the deployment of staff throughout the nursery
- ensure that the complaint record is updated to confirm action taken in response to any complaints received.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)