

Castle Nursery

Inspection report for early years provision

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Inspector Christine Clint

Setting address Guildford Road, Shamley Green, GUILDFORD, Surrey, GU5
ORS

Telephone number 01483 898 811

Email admin@daycare.co.uk

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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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.

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Description of the setting

Castle Nursery at Shamley Green has been registered since 2005 and is owned and managed by Castle Day Care and Preschool Limited. The nursery operates from a single storey detached premises, within the grounds of Wonersh and Shamley Green, Church of England Infant School in Shamley Green, Surrey. Children are cared for in two group rooms, with an entrance area, an office and a kitchen. Younger children have their own sleep and nappy change areas and older children have self contained toilet facilities. Both rooms have easy access to a fully enclosed garden, which provides an outside play and learning area, this is used throughout the year. The nursery serves the local and surrounding areas.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children in the early years age group may attend. At present, there are 42 children on roll, who are all in the early years age range. The nursery provides funded educational places and supports children with special educational needs. Daily care is available from 8am until 6pm, for 51 weeks of the year. Children can attend for a variety of sessions.

A team of ten staff work with the children, eight staff hold recognised early years qualifications. All staff are first aid trained and attend food hygiene training. The nursery receives support from the local early years partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is well planned and fully organised to meet children's individual needs and purposefully encourages the involvement of parents. Staff show a strong capacity for following spontaneous ideas for play and learning; all staff show constant support and encouragement for children across all age groups. There are comprehensive systems in place for regular and frequent self evaluation, including continual training opportunities. The manager and staff have clear targets for improvements and fully meet all areas of the Early Years Foundation Stage (EYFS) regulations.

What steps need to be taken to improve provision further?

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

- continue to encourage parents to contribute to children's ongoing assessment records and develop the links with other settings to promote children's progress.

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery is very strong, the manager is fully involved with the staff and the daily care of the children. All staff show a high level of competence and knowledge of child development; there are thoroughly planned systems to meet all areas of the regulations. The staff team are eager and focussed with very effective involvement, staff show they are keen to introduce new ideas and alter the daily routines to involve parents. For example, the planned opportunities for all parents to visit with their babies or children during the pancake day celebrations. There are clearly planned procedures for driving improvement and motivating staff through regular training opportunities; all staff share their training experiences and become involved in the decision making. Staff show a proactive attitude towards the setting's success and continuity of staff is exceptionally sound. A high ratio of staff to children is maintained.

The nursery has developed thorough routines for safeguarding. All parents sign their children in and out of the nursery with timed attendance. There are meticulous systems for checking new staff and induction procedures include several trial periods following employment. All staff have timed appraisals for maintaining their suitability and measuring their knowledge and understanding. A full range of policies and procedures show the processes for referring any concerns, for following any complaints and for assessing risks to children; these are all available to parents. All staff attend training in child protection, first aid and food hygiene. The very thorough risk assessment chart displayed, shows how all risks for indoor and outdoor play are managed and this includes outings in the locality. The risk assessments are clearly reviewed and any actions taken are added. There are many systems in place to show that continual evaluation takes place across all areas of the nursery. Staff knowledge and training is ongoing and planned courses are displayed on a chart; new systems and equipment are being introduced following recent audits of nursery facilities and equipment.

Staff have planned and organised the layout of each room to encourage children's interest and involvement. There are separate zones in the older children's room to develop play and promote their learning, with a specific 'information and communication technology' room where children can choose the computer, or select a B Bop or mobile phone; there is a wide choice of programmable toys. Staff have organised a resource guide for children, full of photographs of all the play equipment. They realised that some children could not remember what specific resources were called, but can often recognise and select from pictorial images. Areas within the rooms are often re-organised to accommodate new experiences for children, for example the role play area has been temporarily changed to give space for the large wooden building blocks and children show enthusiasm and begin to create their own imaginary play. In the younger children's room, staff organise and arrange the furniture to provide comfort and security for children who need to sleep on a sleep mat, because they have grown out of sleeping in a cot. All smaller children sleep according to individual need and this is arranged with parents, who provide detailed daily routines. Sleeping children are checked and the times are clearly recorded, staff show experience, care and affection when small

children wake and need comfort.

Staff show an excellent knowledge of children's individual needs and family circumstances, they include a wide variety of celebrations which draw on the skills of parents and family members. Photographs displayed show that children have celebrated festivals from different cultures and tasted a variety of foods. They have learned about traditional costumes and Rangoli designs, they have celebrated Divali. There are clear links with professionals for obtaining information and support and planned systems to promote the progress of individual children who need extra attention and focus; especially for children who will transfer to school in the coming year. The nursery has links with the primary school on the same site and staff are beginning to liaise with other providers where children are planning to attend. Nursery managers meet with staff from the other nurseries in the same group and often share specific training. There are connections with the wider early years network.

Parents show a proactive attitude by attending the open days and special celebrations, they are very positive about the nursery's welcoming atmosphere and dedicated attention. There is a highly positive relationship with all parents using the setting. Many systems are used to involve parents and their opinions are sought regularly. Parents and children have completed questionnaires and also older siblings who have attended open days. Parents can borrow story sacks to share with their children, they are encouraged to pin small notes on the tree in the foyer if they have any suggestions. These are also used by staff, and one staff member had noticed during a visit by the police, that some older children did not know where they lived, she suggested helping the children to learn this. All parents complete full documentation and permission for children, with very detailed routines recorded for babies. Parents know they can access their children's assessment folders whenever they wish and there are prepared discussion sheets to record children's progress at home; these are beginning to be introduced.

The quality and standards of the early years provision and outcomes for children

Children in both age groups are eager to attend, they are happy, settled and interested in everything around them. They show confidence in moving freely, especially the babies who are beginning to be mobile and the toddlers who share the same room. Children show a strong sense of security because there is a high level of positive behaviour and a willingness to share and build relationships with each other and staff. Small children have ample room for manoeuvring, they crawl and shuffle, they travel on their knees and some are beginning to walk. Babies pick up items, they learn to shake these, and move them to different places. They press knobs and turn tactile toys, they pull themselves up to learn to stand and try to reach each other or items. Staff are very attentive and act promptly to rescue babies who tumble or reach for toys under the table, they quickly prevent children from bumping their heads. Smaller children are encouraged to think about sleeping if they appear tired and staff often respond to any verbal exchange they have with parents at the start of the day. Staff begin to prepare children for sleeping by talking to them and showing them the room, to encourage babies and toddlers to

recognise when they are tired.

Older children are learning about pancakes and staff explain that this is Shrove Tuesday. They all share a snack time together as a celebration with parents. Children know where their cups are and they collect these themselves, they recognise their own names and photographs on the plate. They practise pouring their own drinks of water and staff encourage children to stand up because they say this is easier to manage. Children talk about having big pancakes to eat. They can choose lemon and sugar or strawberries and cream, and there is continual conversation about choices and how the lemon juice is squeezed onto the pancake. Children learn to use different utensils to manage this and staff praise them. Children show an interest in cooking and link the discussion about food with a cookery book they have seen in the nursery, they recognise and understand that there are different types of books. Children use their senses to taste and smell, they describe the sweet syrup and the sharp lemons; they talk about healthy food and needing energy. Children are learning to be fully independent, they wash their hands readily and know where to find tissues and put these in the bin, they are learning to be co-operative and respond to staff suggestions for increasing skills of personal hygiene. Routines for hygiene start with the babies who are all offered a bowl of water individually before meal times and they learn to wash their hands whilst sitting at the low tables.

Children are keen to investigate new play equipment and they all become involved with the wooden blocks which are spontaneously used in the role play room. They make stepping stones and talk about a swamp, they are excited and scared at the same time because they pretend there are crocodiles in the swamp. Children have daily opportunities for outdoor play and the learning environment in the garden is equally inviting and stocked with a wide variety of resources for increasing physical ability, learning about the outside world and experiencing the weather and the seasons. Children of all ages use the garden in all types of weather and they learn how to dress and change their indoor shoes for boots. They carry small umbrellas and climb in and out of the tunnels, they play in the water trough and staff organise pieces of tin foil to take outside so that children can listen to the raindrops landing on the surface.

Children know they are valued because of the strong bond that the nursery staff have established with parents and wider families, and this enhances their self worth and their confidence.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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