



## Castle Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY305509
<b>Inspection date</b>	06 February 2006
<b>Inspector</b>	Maureen Croxford

<b>Setting Address</b>	Castle Nursery School, Old School Close, Guildford, Surrey, GU1 4QJ
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<b>Registered person</b>	Castle Daycare and Preschool Ltd
<b>Type of inspection</b>	Integrated
<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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Castle Day Care and Pre-school Ltd opened in 2005. It operates from 5 rooms in purpose built premises in a residential area of Guildford, Surrey. The nursery serves the local area and surrounding villages.

There are currently 72 children from 0 to 5 years on roll. This includes 12 educationally funded 3-year-olds and 4 educationally funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children

with special needs, and who speak English as an additional language.

The nursery opens 5 days a week all year round. Sessions are from 08.00 until 18.00.

There are 17 staff working with the children. Most staff hold early years qualifications to NVQ level 2 or 3. There are 4 staff who are currently working towards a recognised early years qualification.

The setting receives support from a mentor from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn to follow good hygiene routines as staff explain the reasons for washing hands before meals and after using the toilet. Children use tissues to wipe their noses and dispose of them properly. Their good health is promoted as staff implement the provision's well-written health and safety policies, and reinforce the children's understanding about why these are necessary.

Children benefit from and enjoy healthy snacks and meals provided by the setting, which the older children help to serve themselves. They are also learning about healthy eating through well-planned topics and discussion. Timetables show snack times as regular and purposeful periods and time is planned for children to enjoy their food and drinks as social occasions. All staff who are responsible for the preparation and handling of food hold food hygiene certificates. They protect children as they ensure all food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

Children develop a positive attitude to physical exercise and benefit from the very well planned play in the classroom and fully enclosed garden. The children in the toddler's room are free to move inside and outside as they wish. All other children enjoy regular planned sessions in the garden area. Staff create exciting opportunities for children to enjoy a wide range of physical equipment such as, large climbing equipment and sit and ride toys. All children are developing very good spatial awareness, both inside and outside, as they move around the setting with confidence. Staff have an excellent understanding of how young children develop, which contributes to their good health and physical development.

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

The provision is good.

Excellent security systems are in place, which contribute to the children's safety in the setting. For example, there are safety features, such as, a video entrance system, a locked front door leading into the entrance hall and a secure, fully enclosed garden area. This ensures that children are unable to leave the premises

unsupervised. Children and parents feel welcome as staff greet them as they enter the provision. Staff value the children's achievements as they display their artwork in all areas of the nursery.

Play areas are large enough to give scope allowing free movement and children move confidently and safely between all areas, including the garden. Staff are well deployed and can clearly see the children, as the rooms are well organised. Children benefit from the nursery being very well maintained, appropriately lit and suitably ventilated. Good provision is made for children to relax, play quietly or sleep. These areas are equipped with appropriate furniture suitable for the stage of development of the children.

A very wide range of suitable toys and play materials are available to provide stimulating activities and play opportunities for the children in all areas of the nursery. These are appropriate for the ages and individual developmental needs of the children. Most toys and equipment are in good repair. However, one of the large wooden climbing boxes in the garden is damaged.

Staff carry out regular risk assessments of the premises to minimise identified risks to children. They are trained to have an understanding of health and safety requirements for the environment in which they work. Very good procedures for the emergency evacuation of the building are in place and are understood by all staff.

Children learn to keep themselves safe as staff ensure they discuss the provision's rules with them. For example, when a younger child climbs on the climbing equipment, staff remind other children to be careful as not everyone can climb as well as they can. Children are able to access their own resources with ease and in safety, as all toys and equipment are stored in low-level cupboards.

Children are very well protected because staff understand their role and responsibility in child protection. All staff attend child protection training and are fully aware of their responsibilities. The manager is the designated person and appropriate procedures are put into practice when necessary. Staff fully understand the importance of confidentiality.

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

The provision is good.

Staff's good knowledge and understanding of child development ensures the exciting range of activities and experiences provided are suitable for all children within the setting. They plan a very stimulating curriculum for funded children and use the Birth to Three framework well for younger children. Staff encourage children to be independent, confident and help to develop their self-esteem.

Children build secure relationships with adults and their peers, and benefit from staff sharing their play. They are valued by staff who know the children and their home situations very well and are sensitive to their needs. Younger children benefit from consistent routines between home and the provision, which helps to secure the children's sense of belonging and emotional well-being. All children learn to be

creative and use their senses to explore a range of textures and media, such as paint, dough, sand and water. They are becoming competent learners as they are encouraged by staff to try activities in a safe and supportive environment.

The quality of the teaching is good. Children make very good progress towards the early learning goals and engage in a range of activities and experiences covering all areas of learning. Staff have a secure knowledge of the Foundation Stage and use their knowledge to plan the curriculum and help children develop. Staff are well deployed and make good use of resources and time. As a result, children are well motivated and make many good links in their learning.

Staff monitor and record children's progress. Planning takes into account what children are able to do and staff make some extension of activities spontaneously. Children's records give a clear picture of their progress. However, planning does not show how staff will extend more able children. Staff support children with special educational needs and for whom English is an additional language. Staff work closely with parents and outside agencies. Activities and experiences are adapted, enabling children to make good progress.

Children play very well together and develop good relationships. They are well behaved. They understand that the provision has rules and boundaries. They co-operate with each other, listening to and valuing each other's ideas. Children are excited and interested in their activities and show good levels of concentration. All resources are easily available to children, which enables them to make choices about their play. They are developing confidence and take responsibility, for example, when serving themselves at meal times.

Children practise early reading and writing skills, for example, through self-registration and emergent writing using different forms of media including chalk, crayons, paints and sand. They attempt to write for a variety of purposes, for example, when making recipe cards. Mark making materials are available throughout the nursery. Children have access to a broad range of books, including reference books and relate well to the stories read by staff, who extend their vocabulary. This develops their understanding of the meaning and sound of words.

Most children count confidently and many opportunities are presented to them to compare numbers through well-planned activities and everyday routines. Some are able to count backwards, for example, when counting down for a rocket launch. They are beginning to recognise numerals and place them in numerical order.

Children explore, investigate, and show great excitement as they talk about their holidays. They learn about their local environment through visitors, such as, a visit to the local fire brigade. Staff plan exciting topics which enable children to develop a good understanding of other cultures and celebrations.

Children are able to move safely around the provision with control and co-ordination. They are able to travel under, over and through balancing and climbing equipment confidently. Children's manipulative skills are very well developed and they enjoy using a wide range of tools and materials, including a range of small and large equipment.

Children recognise colour, shape and form in two and three dimensions. They have opportunities to express and communicate their ideas, thoughts and feelings through role-play, for example, the café area. They use their imagination well in art and stories. Their artwork and constructions reflect their own ideas.

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

The provision is good.

Staff actively promote equality of opportunity. Children develop a positive attitude towards themselves and others because staff provide resources and activities that reflect diversity of different cultures. Staff are proactive in supporting children with individual needs and ensure that all children are included in the activities which develops their sense of belonging and their self-esteem. All children in the nursery are valued and respected as individuals by staff.

Staff manage behaviour well through a range of appropriate strategies suitable for the age and stage of development of the children. Children recognise the difference between right and wrong and show concern when one child accidentally gets hurt. Staff help children to understand why some behaviour, such as hitting each other, is not appropriate and talk to them about how it makes each other feel. The rules of the nursery are displayed in several areas. This is also shared with parents. As a result, children know what is expected of them and show high levels of confidence and self-esteem. This positive approach fosters children spiritual, moral, social and cultural development.

The partnership with parents is outstanding. Parents and staff work together which results in an extremely positive effect on the children's learning and development. Clear, well-recorded information is given to all parents regularly about the children's care, activities and achievements. Parents and staff regularly discuss the progress of the children who receive nursery education at parents sessions using the children's assessment records. Staff and parents also share information informally on a daily basis as staff make time to talk to parents. Parents receive impressive, well-written information about the early learning goals and the Birth to Three Framework, in the information pack and at information points around the nursery. Parents are encouraged to contribute to their child's learning, for example, by offering information which staff in the assessment of their child and use in future planning.

### **Organisation**

The organisation is good.

Children benefit as most staff hold appropriate childcare qualifications, and all have experience of caring for children. Staff deployment and knowledge of child development is good and staff have a clear understanding of what is expected of them on a daily basis, helping to promote positive outcomes for children.

The on-going training, for example, around the Birth to Three matters Framework, Foundation Stage, first aid, child protection, contribute to the children's health, safety

and well-being. Children make good progress in their learning due to the very good knowledge of the staff who extend activities naturally. As a result, they meet the needs of the range of children for whom they provide.

The leadership and management of the nursery education are good. Impressive procedures and policies are in place. The management team has ensured that all those working with children in receipt of funding for nursery education have a good knowledge of the curriculum guidance. They provide extensive support on a regular basis. Good systems are in place to monitor teaching and learning in the provision, such as, quality assurance and staff appraisals. The manager and senior staff help other staff to teach and care for children effectively.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

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.

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

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.

The quality and standards of the nursery education are good.

### **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 that all equipment is safe for use by children

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop the use of the children's achievements records during planning.

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)