



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 260840

DfES Number: 583046

### INSPECTION DETAILS

Inspection Date 18/03/2004  
Inspector Name Katherine Powell

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Casterton Childcare Centre and Community College.  
Setting Address Ryhall Road  
Great Casterton  
Stamford  
Lincolnshire  
PE9 4AT

### REGISTERED PROVIDER DETAILS

Name Casterton Childcare Centre

### ORGANISATION DETAILS

Name Casterton Childcare Centre  
Address Casterton Community College  
Ryhall Road, Great Casterton  
Stamford  
Lincolnshire  
PE9 4AT

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Casterton Childcare Centre has been open since 1986 and is run by the Local Education Authority of Rutland County Council. The nursery is based on the campus of Casterton Community College. The nursery comprises of two large rooms, one of which is for the use of children aged under two years. Toilets are located off the main room. The nursery has kitchen facilities and an enclosed outdoor area. The provision is open to all families in the surrounding areas although an allocated number of places are made available for college staff and students.

The nursery is open each weekday from 07.30 until 18.00. It operates throughout the year with the exception of bank holidays. The provision offers a variety of day care options including holiday care for school age children. There are currently 75 children on roll. This includes 24 children in receipt of funding for 3-year-olds and 5 children in receipt of funding for 4-year-olds. One child has been identified with special needs and all children speak English as a first language.

Six staff are employed at the nursery, all of whom hold recognised childcare qualifications. There is also a bank of relief staff.

The nursery is a member of the Pre-school Learning Alliance and receives support from an advisory teacher at Rutland Early Years Development and Childcare Partnership.

### How good is the Day Care?

Casterton Childcare Centre provides good care overall for children aged from birth to eight years.

Staff work well as a team and are well deployed around the setting. They provide warm and consistent care for the children and their individual routines are respected. Staff are well supported by regular staff meetings and opportunities for professional development. The operational plan reflects current practice and there is a

comprehensive range of policies and procedures in place. However, some policies and records lack sufficient detail. Positive steps have been taken to minimise potential hazards within the setting, however, food preparation procedures are not regularly monitored by the environmental health department. Good hygiene routines are maintained, although children have limited opportunities to select healthy options at snack time.

Resources and equipment are well organised in both rooms and are easily accessible to the children. The nursery has a good range of equipment to cover all areas of learning. Activities in the pre-school room are well planned and there is an effective system in place to monitor children's progress and development. However, systems in the baby room are ineffective. Children behave very well in response to high expectations from staff. Staff encourage children to be independent and to make their own choices about play and learning. Staff provide good support to children with special needs.

There is a very good partnership with parents. Parents received good information about the curriculum and are encouraged to be involved in the children's learning. Staff ensure parents are kept fully informed about the provision and the progress their child is making. The home contact diaries are used well in the baby room.

#### **What has improved since the last inspection?**

At the last inspection the provider was asked to complete a number of actions in order to meet the National Standards and improve the care given to children. Overall, the provision has made satisfactory progress since the last inspection and the majority of actions have been appropriately addressed. However, two actions remain as outstanding areas for improvement following this inspection. These include developing clear procedures to be followed in the event of an allegation of abuse being made against a member of staff and developing a system for planning the activities in the baby room.

With the regard to the action that has been taken, the provider has improved induction training for all staff; further developed the written behaviour management policy to include a statement on bullying; implemented a detailed operational plan which reflects current practice; improved records regarding the administration of medicines; developed the written statement with regard to special needs and improved written records regarding risk assessments of the premises. The manager maintains clear information regarding the vetting procedures undertaken on all staff and children have access to a wide variety of resources and activities to promote their awareness of diversity within society. The action that has been taken has had a positive impact on the quality of care given to the children and systems and procedures have been improved.

#### **What is being done well?**

- Staff have developed good procedures for communicating with parents. Useful information is included in the brochure and displayed around the setting. Parents receive regular reports regarding their child's progress.

- Staff are good role models and create a calm and harmonious atmosphere. They have a consistent and developmentally appropriate approach to behaviour management and use praise and encouragement to promote children's self-esteem.
- Staff provide a stimulating, learning environment where children are actively encouraged to make independent choices and to learn through first-hand experiences.
- Staff are well supported by the manager and are encouraged to undertake further training to enhance their skills. Staff have regular opportunities to meet and share good practice.
- Staff make good use of available space and are well deployed within the setting. Children have regular opportunities to engage in outdoor physical play.

#### **What needs to be improved?**

- systems for recording the times of arrival and departure for staff and visitors
- planning and assessment systems in the baby room
- systems for ensuring that food preparation procedures meet environmental health requirements
- the provision of healthy snacks
- child protection procedures.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Improve the systems for recording the time of arrival and departure for staff and visitors.

3	Develop and implement systems for planning activities and for recording children's progress and development in the baby room.
8	Ensure food preparation procedures meet Environmental Health requirements and provide children with more opportunities to choose healthier options at snack time.
14	Develop clear procedures to be followed in the event of an allegation being made against a member of staff.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Casterton Childcare Centre offers a stimulating and well organised learning environment where children feel happy and secure. Overall, the children are making generally good progress towards the early learning goals and in some areas, such as personal, social and emotional development, they are making very good progress.

The quality of teaching is generally good. Staff have developed a sound understanding of the Foundation Stage curriculum and provide a wide variety of practical activities which motivate children and encourage them to be independent learners. However, systems for planning and monitoring daily activities are ineffective which leads to some missed opportunities and some aspects of learning being insufficiently covered. Staff provide good support for children with special needs.

Sessions are well structured and children have opportunities to work individually and in groups. However, the organisation of some group activities is not effective in meeting the needs of all children. Staff work directly with the children and provide good support during activities. Children behave very well in response to high expectations of staff. Their language skills and self-esteem are promoted through high levels of interaction. The provision has a good range of resources, however, there are limited opportunities for children to freely access resources for designing and making or writing materials in the role-play area.

Leadership and management is generally good. Further staff training is valued and encouraged and there is a high level of commitment to improving the care and education of all children. Staff work well as a team and have clear roles and responsibilities.

The partnership with parents is very good. Staff regularly talk to and share information with parents about their child's progress. Parents are provided with high quality written information about the setting and are actively encouraged to be involved in the children's learning.

### What is being done well?

- Staff give high priority to developing children's personal, social and emotional development. Children are highly motivated and eager to learn and are encouraged to explore the environment and try new experiences.
- A very good partnership with parents and carers is fostered through effective written and verbal communication.
- Children behave very well in response to high expectations from staff. Staff value children's ideas and their efforts are praised and encouraged.

- Children are confident and communicate effectively with each other and staff. Staff extend children's vocabulary and language skills through effective interaction during play and activities.
- Staff work well as a team and provide an interesting range of activities, good role models and a harmonious learning environment.

#### **What needs to be improved?**

- curriculum planning systems and methods for monitoring their effectiveness
- the programme of learning for physical development
- opportunities for children to: practice writing for different purposes when engaging in role-play activities; the accessibility of a wide range of tools and materials when designing and making and develop their awareness of addition and subtraction through daily routines
- the organisation of group activities, such as story time.

#### **What has improved since the last inspection?**

The provision has made generally good progress since the last inspection with regard to the point for consideration raised. Staff continue to enhance their knowledge and skills through further training and development which has a beneficial impact on the education provided for children. Following this inspection all areas of learning were judged to be generally good or better and that overall, the provision is of good quality. However, some aspects of learning, particularly physical development, need improving. Furthermore, planning systems need to be reviewed to ensure that all children are given access to the same learning experiences and opportunities. The grouping of children during some activities, such as story time, is not always effective and does not meet the needs of the older and more able children as they are unable to sustain their concentration due to the presence of very young children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated to learn and independently select activities and resources. They relate well to each other and have formed effective relationships with staff. Very good standards of behaviour are maintained and children are encouraged to take responsibility for their own actions. Children learn to take turns, share resources and play co-operatively in group activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children engage easily in conversation with adults and they are developing a wide vocabulary. They are learning the conventions of reading and enjoy looking at books, however, children find it difficult to sustain their concentration during group story times. They are developing good pencil control and some children are able to write their names independently. They can read their names and simple labels but have limited opportunities to write for different purposes during role-play activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children create and compare simple patterns using shapes and colours. They count reliably to ten and more able children are developing their awareness of larger numbers. Children use number and mathematical language related to position, size and quantity in everyday situations such as role-play activities. However, opportunities are missed to extend children's awareness of addition and subtraction through daily routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to explore the natural environment, care for living things and use their senses to describe materials. They talk about past and present events in their own lives. Through topic work and discussion they are developing an understanding of diverse cultures and beliefs. Children can operate a variety of technology resources and use the computer to support their learning.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely, showing an awareness of self and others. Their small hand skills are developed through effective use of resources, such as bead threading. They have regular opportunities to engage in outdoor recreational play and have access to a good range of large equipment. They have limited opportunities to extend their whole body movements through planned activities which build on previous skills. They learn about the importance of hygiene through daily routines.



## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Opportunities are provided for children to play a range of musical instruments and to freely explore different sounds. They have learnt a variety of songs and join in with enthusiasm. They draw on first-hand experiences when engaging in role-play activities. Children use a range of media to explore colour, shape and texture but there are fewer opportunities for children to freely select from a wide variety of tools and materials when designing and making.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- review planning systems to ensure there is a consistent approach amongst the staff team and that clear objectives are identified for children's learning. Ensure children have access to the same learning opportunities and experiences and improve systems for monitoring the effectiveness of curriculum planning
- develop the programme of learning for physical development to ensure that all children have opportunities to engage in planned activities to develop their whole body movements and which build on their previous skills
- provide further opportunities for children to: practice writing for different purposes when engaging in role-play activities; freely access a wide range of tools and materials when designing and making and develop their awareness of addition and subtraction through daily routines
- review the organisation of group activities, such as story time, to ensure they are effective and the needs of all children are being met.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*