



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 200549

DfES Number: 514263

INSPECTION DETAILS

Inspection Date	07/11/2003
Inspector Name	Sheila Dawn Flounders

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	CASTLE HILL NURSERY SCHOOL & OOSC
Setting Address	C/O ST NICHOLAS C E PRIMARY SCHOOL KENILWORTH WORKS CV8 2PE

REGISTERED PROVIDER DETAILS

Name	Pauline Weighell
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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

Castle Hill Nursery opened in 1991. It operates from two classrooms within the main building of St Nicholas School, Kenilworth. The nursery has sole use of the two classrooms, one of which incorporates a small nursery kitchen and two fully enclosed outside play areas. The nursery has shared use of the school gymnasium, hall and the toilets, which they share with the reception class children. They also have occasional use of the library for small group visits.

The children attend a variety of sessions each week. There is a before and after school group for 4 to 8 year olds, a full day care facility for children aged 2 to 5 years or sessions from 09.00 to 12.00 and 13.00 to 15.30 and a play scheme for children aged 2 to 8 years. The play scheme operates in the school holidays and on training days. The nursery is open from 08.00 until 18.00.

There are currently 25 children aged 2 to 3 years, 35 children aged 3 to 5 years and 16 children aged 5 to 8 years on role, this includes 34 funded children. The nursery is also able to support children with special educational needs or children with English as a second language.

The staff, most of which work part time, includes 8 staff with Early Years qualifications and 4 staff currently undertaking a qualification in Early Years. A high proportion of the staff have attended related training courses. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership and closely liaises with staff from St Nicholas School.

How good is the Day Care?

Castle Hill Nursery School provides a good level of care for children. There are high levels of qualified, experienced staff and all staff are encouraged to access ongoing training with each having specific areas of responsibility in the setting. Versatile use is made of space and resources to provide the children with a bright and colourful environment, where they feel happy and secure. Storage of suitable equipment is kept at child height for easy access and to encourage the children's independence.

All the necessary documentation is in place, but some need improvement.

Safety is a priority; a member of staff is responsible for health and safety. Good security arrangements are in place at the entrance and in outdoor areas. The numbers of children in groups are frequently checked when out of main rooms. Staff promote hygiene well and encourage frequent hand washing, but arrangements when cooking need reviewing. Children can be provided with a cooked lunch or bring their own and they are all provided with healthy snacks.

Children have access to a wide range of toys and activities, including visits from members of the community and resources to promote equality. Children have good opportunities for outdoor and physical play on a daily basis, with frequent access to books another strong feature of the setting. Children are valued as individuals, with many opportunities to work 1-1 or in small groups with staff. Children with additional needs are welcomed. Good behaviour is encouraged, with frequent reinforcement of the basic rules of the setting ensuring that all the children know what is expected of them and they are generally well behaved.

Parents are made to feel very welcome at the nursery. Flexible hours have been introduced to accommodate parental wishes following an annual questionnaire. There are many opportunities for parents to participate in the nursery and they are provided with frequent information about the provision and their child's progress.

What has improved since the last inspection?

At the last inspection the nursery was asked to provide and maintain a fire log, which they are now doing; to maintain a system to record visitors, which is now done on the staff registration sheet; and to include the arrival and departure times of children, staff and visitors on the registers, this has been done partially with session times recorded, but needs to be extended to include accurate times of arrival and departure.

What is being done well?

- Children have access to a wide range of resources, which enable them to make progress in all areas of their development. There are designated areas within the premises for role-play, books, computers, creative work and graphics ensuring that children can access these daily. They are also able to make frequent use of resources in the school gym and the outdoor play areas.
- The children are all valued as individuals. They have opportunities to work in small groups or 1-1 to ensure that they progress at their own pace. Activities are repeated during the week to ensure that all children have the opportunity to participate if they wish. Children with additional needs or English as an additional language are included in all activities.
- Good behaviour is encouraged through reward systems with each child having charts for their stickers which they receive when they have achieved or done something well. There are constant reminders of the settings 'golden

rules' which encourage the children to be kind and share. Also the staff make frequent use of praise and act as positive role models.

What needs to be improved?

- the accuracy of the times of attendance of children and staff
- the hand washing during cooking activities
- dating of all risk assessments undertaken
- the child protection statement, to include procedures following any allegations made against a member of staff.

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	Ensure that the registration system records the time of arrival and departure of children, staff and visitors.
6	Ensure that all risk assessments are dated.
7	Improve arrangements for handwashing during cooking activities.
13	Ensure that the child protection statement includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

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

How effective is the nursery education?

The children are making very good progress towards all the early learning goals, with particular strengths in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development.

The quality of the teaching is very good. Staff have secure understanding of the early learning goals, use a variety of group sizes during the sessions and ensure that all children can participate in all activities. The staff are deployed at specific activities to make the best use of their skills and interests and interact well with the children at these times. Planning is done weekly, following verbal evaluation of the previous weeks work and ensures that all aspects of the curriculum are covered equally. There is a good system for assessment, which is regularly updated by the staff. All the staff act as positive role models for the children and encourage them to behave well.

The leadership and management of the nursery is very good. The senior staff are present in the setting on a daily basis and are able to continually monitor and evaluate the provision. There are regular staff meetings and the whole staff group are given information on future planning and themes. The nursery has a good staff recruitment and retention policy and they make an annual analysis of own strengths and weaknesses, which is linked to a questionnaire for parents. The manager then works to make improvements to the care and education of the children.

The nursery works well in partnership with parents, who make positive comments about the provision. Quality information is provided before a child joins the nursery, which is continued in a variety of ways including a web site. Parents have good opportunities to share what they know about their child and can be involved in many ways in their child's learning, including attending sessions as a helper, sharing a skill or knowledge with the children and taking part in the shared reading scheme.

What is being done well?

- the children are provided with many learning opportunities;
- staff use a variety of teaching methods which are appropriate to the different ages and groupings of the children;
- there are strong relationships with parents, who have many opportunities to be involved in their child's education;
- there is an enthusiastic staff group which leads to a motivated group of children;
- the children are provided with a bright, exciting learning environment.

What needs to be improved?

- the written evidence to support planning of the evaluation and the additional challenge for older or more able children;
- the use of opportunities during the day to day nursery routines.

What has improved since the last inspection?

At the last inspection the nursery was asked to 'encourage parents to see children's assessments more often so that they can formally contribute to them'. Staff have worked hard to enable this to happen. Parents are invited in regularly, with a formal open week in summer term, and parents evening twice a year, one early in autumn term, when the key worker shares assessments with parents and records parental comments. They also have informal opportunities to see the assessments at any time. The parent also fills in an initial profile with key worker when a child is starting at the nursery, which can be during a home visits.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are generally well behaved and aware of the settings rules. They are able to work as part of a group, take turns and share. Most have personal independence and all are able to self-select resources. They are given many opportunities to try new experiences and activities, which they approach with interest and enthusiasm. They are able to sit quietly when appropriate and concentrate for periods of time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

They can access a wide range of books and enjoy listening to stories. Most are beginning to form correct letters and some to write their names independently. They also have opportunities to write for other purposes. The reading scheme gives opportunities to link sounds and letters and the daily activities provide many chances to interact and talk. Although at times the noise levels disrupt concentration.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to build up knowledge of numbers through their use in all areas of the curriculum on a daily basis. Many can recognise and count reliably beyond 5, some up to 10. Children have good knowledge of shape and are able to use mathematical language to discuss position and size. They are introduced to calculation via playing frequent mathematical games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

They have good opportunities to learn about their own culture and beliefs and learn about living things, often by outings or visitors to the nursery by members of the community. Children can access a range of communication equipment and are confident in the use of computers. They show an increasing awareness of time and place and topic work involves all the children using their senses for investigation.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children access a wide range of tools, objects and materials daily in several areas of nursery, allowing them to have increasing skill with large and small equipment such as scissors and pedalling bicycles. They have frequent opportunities for physical play, both inside and out, resulting in their ability to move with confidence, control and an awareness of space. Ideas of health are introduced and built on throughout the year.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
They have easy access to a wide range of crafts and materials and produce work in two and three dimensions. They can develop their ideas by revisiting the same project several times during the week. They are encouraged to express their experiences, ideas and to use their imagination through many musical activities and role-play based on familiar situations, such as the 'vets surgery'.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- **POINTS FOR CONSIDERATION**

- extend the planning process to show evidence of evaluation of the previous activities and of the challenges provided for older and more able children;
- extend opportunities that arise during the regular routines of the setting.

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.