

Castle Nursery School & OOSC

Inspection report for early years provision

Unique reference number	200549
Inspection date	02/03/2011
Inspector	Parm Sansoyer
Setting address	C/o St Nicholas C E Primary School, Kenilworth, Warks, CV8 2PE
Telephone number	01926 851821
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2011

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Castle Hill Nursery School & OOSC opened in 1991. It operates from a two storey building within the grounds of St Nicholas C of E Primary School, which is situated close to the centre of Kenilworth. The setting has access to a fully enclosed outdoor play area and an additional secure play area. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for the provision of free early education places. Children attend for a variety of sessions. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

A maximum of 50 children may attend from two years to under eight years at any one time. Currently there are 69 children on roll who attend the nursery sessions. All of these are within the early years age group. There are 91 children on roll for the before and after school club sessions, of whom eight are in the early years age group and 38 are aged from five to eight years. The setting is open each weekday from 7.45am to 6pm, all year round, except for bank holidays. A play scheme for children aged from two to 11 years operates in the school holidays and on training days.

The nursery employs 21 members of staff who work directly with the children. All hold an appropriate early years qualification. Of these, four have Early Years Professional Status, two have Qualified Teacher Status, one holds a qualification at level 4, nine hold a qualification at level 3 and five hold a qualification at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Those in charge have high aspirations and are able to secure good levels of improvement in the future. The exceptional educational programme, equipment and resources offer rich, varied and imaginative experiences that help children make outstanding progress in their learning and development. This highly stimulating and welcoming environment fully reflects the children's backgrounds and the wider community. Arrangements for safeguarding children are mostly robust, regularly reviewed and understood by the majority of those who work with children. Relationships with parents, carers and other agencies are strong at all levels.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further all staff's understanding of up to date safeguarding issues.

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures are implemented consistently to ensure any concerns about child protection issues are prioritised and dealt with effectively. A designated team member, who is very knowledgeable about child protection concerns takes a lead responsibility for safeguarding issues. The majority of the staff team have a comprehensive awareness of their roles and know how to implement the safeguarding policy and procedures. However, some staff do not have an up to date understanding of safeguarding issues. Children are protected by extensive recruitment, vetting procedures and induction systems. Staff are vigilant about the children's safety and carry out daily safety checks of the environment, including written risk assessments and reviews of any outings undertaken with the children.

Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. As a result, learning outcomes for all children are exceptionally high. The environment both indoors and outdoors is managed very well and outcomes are clearly attributed to the excellent use of resources and the highly effective deployment of staff. Staff have exceptional knowledge of each child's backgrounds and needs and the children are supported extremely well. Assessments through high quality observations are rigorous and the information gained is used effectively to guide planning. Staff are highly skilled and plan and provide an inspirational, rich and stimulating environment with a balance of child-initiated and adult-led activities. Those in charge are focused on helping all children to achieve as well as they can in their learning and development. There is a common sense of purpose between the staff team. Staff are supported well and encouraged to raise their skills and qualifications, although some have not attended up to date safeguarding training. The motivated staff team work collaboratively, providing time and space to share knowledge and test new ideas. Detailed written action plans secure good levels of continuous improvement and all recommendations from the previous inspection have been fully implemented.

Children's needs are met very well through effective partnerships between staff, parents and their children and external agencies. Links with the host school and other settings the children attend are strong. There are effective systems in place to support transition from the setting to the school. Consequently, children's educational needs and their well-being are supported well. The setting has positive relationship with parents and carers. They are consulted and involved in the self-evaluation process and complete regular questionnaires about their views and suggestions. Parents are kept well informed about the provision, its framework and its policies. Notice boards act as good reminders for parents and encourage them to contribute to the many topics, themes and events going on at the setting. Parents are kept very well informed about all aspects of their children's achievements and progress over time.

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

Children make outstanding progress towards the early learning goals and their personal, social and emotional development is supported very well. Children show an extremely strong sense of belonging. They are very confident and develop firm relationships with adults due to a highly effective key person system. All children are involved, busy and occupied with the wide range of opportunities on offer to them in this exciting and extremely stimulating environment. All children are valued and show extremely high levels of involvement in their chosen play. Children's behaviour is excellent and they know how to share and take turns.

Children enjoy daily opportunities to initiate conversations and take account of what others say during circle time, story sessions and ongoing activities. Children learn rapidly and begin to link sounds to letters due to the focus staff apply to listening and talking. Each week children focus on a different letter, which is linked to interesting stories and sound games, which fosters a fondness for reading and rhyming. Children build excellent foundations for early literacy. Visual signs and symbols and an extensive range of opportunities to engage in mark making, drawing, modelling, reading and writing are available both indoors and outdoors. They know that print carries meaning and begin to follow simple recipe cards as they bake. Story sessions are warmly received by all the children, including those who speak English as an additional language. Children enjoy these experiences due to the extended range of props and visual aids used to help sustain their interests. For example, a group of children maintain excellent levels of attention and concentration as they recreate a popular story using soft toys and instruments. Children are allowed time, space and encouragement to discover and use new words and mathematical ideas, concepts and language. Children show a keen interest in counting and explore measures, weight and capacity through an extensive range of practical meaningful experiences, such as cooking activities and water, sand and construction toys. A real emphasis is placed on all children using the computer to further extend mathematical concepts and literacy skills, which is clearly enjoyed by the children. Many children easily recognise the numerals, which are displayed indoors and outdoors, and use them well as they play, for example, when lining up their bikes after play.

There are excellent opportunities provided for children to increase their knowledge and understanding of the world. Children explore, observe, predict and solve problems through early scientific experiments, baking activities and learning about changes in their natural environment. Children have a wealth of opportunities to explore plants and creatures in the natural habitat. For example, some children plant cress seeds on cotton wool, while others plant flowers in the garden and talk about the importance of the sun and water in the growing process. Children rapidly gain an excellent understanding of diversity through well planned themed activities and access to an extended range of resources, such as books, dolls, dressing up clothes, artefacts, pictures and posters. They have excellent opportunities to share their thoughts, ideas and feelings through using a broad range of arts and crafts materials, music and dance sessions and imaginative role play resources, which are inspiring and made readily available.

Children benefit greatly from the outdoor environment, which they can access throughout the session. Children also enjoy a morning and afternoon session to engage in a wider range of physical activities, to help further challenge and test their physical skills. Staff follow effective hygiene practices, which allow children to enjoy a clean and hygienic environment. In addition, they use themed activities well to help support children's good understanding about how to keep themselves safe, clean and make healthy choices when they eat and drink. Children make excellent progress in their learning. They are active, inquisitive and independent learners, and are developing important skills for the future.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----