

Castle View Day Nursery

Inspection report for early years provision

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Inspector Jane Wakelen

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Type of setting Childcare on non-domestic premises

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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*.

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.

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Description of the setting

Castle View Day Nursery opened in 1996 and operates from five rooms in a converted house. It is situated in the town of Strood, Kent. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.00am to 7.00pm for 52 weeks of the year, and is closed on Bank Holidays only.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 70 children may attend the nursery at any one time. There are currently 101 children aged from three months to under five years on roll.

The nursery employs 28 staff. Of these, 25 staff, including the managers, hold appropriate early years qualifications. The nursery provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children make sound progress in their learning, although this is stronger in some areas than others. Staff have a secure understanding of the Early Years Foundation Stage learning and development requirements. However, the link between assessment and planning is not always secure and does not ensure all areas of learning are planned for with equal consideration. Relationships between staff and parents are good. The management team are enthusiastic, motivated individuals who have carried out a system of self-evaluation to identify most of the strengths and weaknesses of the early years provision. However, not all recommendations from the previous inspection have been effectively addressed. Therefore, the capacity of the provision to maintain continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the safeguarding policy includes the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 15/07/2011
- obtain written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment 15/07/2011

(Safeguarding and promoting children's welfare)

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

- develop further the observation, assessment and planning process to give all areas of learning and development equal importance
- maintain a clear view of the learning journey for all children but provide different learning opportunities for individual children or groups who may need extra support or more challenge
- provide an environment for children rich in signs, symbols, notices, numbers and words and positive images to reflect the wider community

The effectiveness of leadership and management of the early years provision

All staff have a good understanding about safeguarding children within the setting and implement the policy effectively. However, the policy does not contain the procedure to follow if an allegation is made against a member of staff, which breaches a specific legal requirement of the Early Years Foundation Stage framework. All staff have attended training, which is updated on a regular basis to fully protect children's welfare. A robust system for staff recruitment ensures relevant checks are taken up to reflect the suitability of the staff. This is supported by annual appraisals to maintain and develop staff's knowledge and skills. Highly effective procedures are in place to ensure the safety of the premises, with comprehensive risk assessments in place. This process is supported by an outside agency which provides guidance and support to the management team. Children learn about keeping themselves safe as they negotiate the stairs and play on the equipment outside. All staff hold a first aid qualification, but there is no written permission from parents to seek emergency medical treatment or advice, which breaches a specific legal requirement.

The majority of resources and toys are in good condition and suitable for the children attending the setting. All children are in rooms suitable for their age and stage of development, enabling them to access equipment to support their learning and development. The environment is safe and suitable but the lack of signs, symbols, words and numbers within the environment prevents children fully extending their skills in literacy and numeracy. In some rooms the book area is not a specified area, resulting in children not fully using the range of books. Resources to reflect positive images of diversity and disability are available, such as books, dolls and jigsaws, however, the environment as a whole, does not fully reflect the wider community. Staff actively promote equality and diversity through activities and use their good knowledge of individual children's backgrounds and needs. Children with additional needs are identified as early as possible and information is shared between colleagues, parents and, where appropriate, interagency teams. This ensures children receive the help and support they need to make progress in their development.

Partnerships with parents are given high importance. Parents receive a welcome pack detailing information relevant to the nursery as well as a 'New to the Setting' form. This provides staff with information about the child to enable staff to understand their needs before they settle into the nursery. Parent's views are sought on the service provided by the nursery, and changes are made to implement any suggestions where possible. Children's learning stories are shared with parents on a regular basis, with parents being encouraged to contribute to this process. Parents are kept well-informed about their child's progress through daily verbal feedback and daily diaries in addition to the learning stories. Written consents for aspects of care such as observations and sun cream, are obtained to promote children's well-being. The nursery communicates with interagency teams where appropriate and other providers such as schools. The good liaison between these other providers enables children's needs to be shared and supported.

The managers of the nursery are committed individuals who share their drive and ambition with the team of staff. They have carried out a system of self-evaluation, involving the staff throughout the process, to identify most of the strengths and weaknesses within the provision. They carry out regular monitoring of the rooms, staff teaching and interaction and effectiveness of the provision, although some weaknesses such as the environment have not been fully addressed. The management team hold regular meetings with staff as a group, and also with individual members of staff, in order to staff motivated and involved in some decision making. However, several recommendations from the previous inspection have not been addressed effectively, resulting in only satisfactory capacity of the nursery to maintain continuous improvement.

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

Staff support children's learning and development by providing resources to engage their attention. They use topic work to provide a basis for developing individual activities to meet children's interests and learning needs. This information is obtained from observations and assessment. However, the links between the observation, assessment and planning are not robust enough to ensure all areas of learning are given equal consideration. This results in children not making full progress in some areas, such as literacy, numeracy and communication technology. Staff make comprehensive notes about children's development through observations, but do not evaluate these effectively to identify all the learning that has taken place. This results in children being provided with activities that do not provide appropriate challenge to extend their learning in all areas.

Children are beginning to develop co-operation skills and are learning to negotiate with their friends when playing alongside them. They make choices from the resources around the room, although baskets and containers are not labelled with words or pictures. The majority of resources are in good condition, but activities are not always presented in an inviting way, such as the art and craft materials.

This prevents children making full use of these. Children have some opportunities to use equipment to learn about technology and develop satisfactory skills for the future. Opportunities to play outside are eagerly embraced by the children, who negotiate the stairs with confidence. They are unable to have free flow to outside due to the nature of the building and safety issues. Play equipment outside enables children to develop their large muscle skills, although very few pieces of equipment provide a challenge for the older children. Babies have some opportunities to use the garden, but mainly in their buggies. They have tunnels and cushions indoors to help support their physical development and co-ordination. The garden is an area that the management team have identified as an area to improve.

Children play in a safe secure environment. They show good concentration listening to stories with a member of staff, or playing in the role play area acting out familiar roles from home. They use chinks and pencils to make marks indoors, or use the brushes with the water outside. Children eagerly play hopscotch outside, watching the member of staff use a tally score on the floor with the chinks. Construction toys are a firm favourite in all rooms with children building towers and making vehicles to push along. They have opportunities to grow plants and vegetables, such as green beans and peppers, supporting their understanding about the natural world.

Children are learning good hygiene procedures as they wash their hands before eating and after using the toilet. Children use the tissues for their nose and know to put it in the bin. Staff ensure they adopt good hygiene procedures for nappy changing to ensure they prevent cross infection. Children have access to their water bottles at all times and are given healthy snacks and meals, taking into account their dietary needs and allergies. Children engage in daily physical exercise, developing a healthy lifestyle, and benefit from the fresh air in the garden. They learn about keeping themselves safe as they use the apparatus outside, learning to sit on the slide and to hold on with two hands when climbing up the ladder. Children help each other keep safe, reminding others to hold the hand rail on the stairs and to move their fingers from the closing door. Good quality interaction and well organised routines helps to support babies and young children to become secure and confident in the nursery. Staff talk to children about 'stranger danger' and welcome the community police officers into the setting to talk to the children.

The majority of children show a strong sense of belonging and security within the nursery and appear settled and happy. Children are supported in developing their independence by making choices of activities. Staff show care and concern to children, giving them a cuddle when they feel upset or anxious. Children treat each other with respect and learn to take turns and share the toys through co-operation with their friends. Children generally behave well and happily help to tidy away the toys at the end of the session, often helping each other to carry the heavy containers. They show pride in their achievements when drawing or making things and share this with an adult, supporting their self-esteem. Children use good communication skills from an early age, and staff ask open-ended questions to encourage children to think and reason. They have some opportunities to develop their numeracy skills, playing hopscotch and singing number rhymes. They talk

about tall and small towers and make patterns with the different colours. Children learn a 'letter of the week' and talk about pictures or bring in items from home relating to this letter. However, staff do not fully extend this through daily activities or through labels and words in the environment, and therefore children do not begin to link letters and sounds comprehensively. Children make satisfactory progress in developing their 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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| 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

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| 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 | 2 |
| The extent to which children develop skills for the future | 3 |

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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