

Castle Nursery at Parkside

Inspection report for early years provision

Unique reference number EY422640
Inspection date 06/10/2011
Inspector Diane Hancock

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Type of setting Childcare - Non-Domestic

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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 Nursery at Parkside is one of a small chain of childcare settings owned and run by Castle Nursery Limited. It was registered in 2011 and operates from the new medical centre in Bromsgrove, Worcestershire. The nursery serves the local and surrounding area. There is a fully enclosed area available for outdoor play. The nursery opens Monday to Friday all year round from 8am to 6pm. Children are able to attend for a variety of sessions.

A maximum of 46 children may attend the nursery at any one time. There are currently 59 children attending who are in the early years age group. The nursery provides funded nursery education for three- and four-year-olds. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The nursery employs 11 members of childcare staff. Of these, 10 staff hold appropriate qualifications to level 3 or 2. The deputy manager holds Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this welcoming, friendly and stimulating environment where they make excellent progress in their learning and development. Staff focus on children's individual learning and interests, and meet their health and care needs extremely well. All the statutory welfare requirements of the Early Years Foundation Stage are met in a highly effective manner. Parents and carers are very well informed about their child's progress and have excellent opportunities to be involved. The setting works very closely with the local authority to receive support in these early days. The owners, deputy manager and supervisors work very closely with a committed team to ensure ongoing changes are being made, which demonstrates a very good capacity to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving children's skills in using information and communication technology.

The effectiveness of leadership and management of the early years provision

Extremely robust recruitment procedures are in place, including prompt Criminal Record Bureau checks, regular appraisals, mentoring and direct observations of interviewees in the setting. which ensures highly competent and well-qualified staff work with the children. All staff have undertaken safeguarding training, and robust procedures are in place. The new building is very secure and safe. Staff carry out effective risk assessments and their practice, such as the evacuation cot and checking the temperature of the rooms, is good. The layout of the building, low windows and sometimes high adult-to-child ratios ensure a high level of supervision. Sleeping babies are well monitored, and regular checks are prompted by using a timer. Staff work very closely with parents of children with specific health care needs, dietary requirements and allergies to ensure safe procedures are in place to effectively meet their needs. Detailed information is gathered and provided for all parents regarding children's health and individual routines such as eating and sleeping. This is a smoothly run nursery where staff have clear roles and responsibilities. Highly effective routines, high-quality resources and updated policies ensure a safe and clean environment is provided.

Children make excellent progress as staff undertake observations and regularly assess children's development and identify the next steps in their learning. They use this information at their regular planning meetings. Children interests and opinions are actively sought to determine the layout of the rooms and topics. Staff involve parents in making assessments and act on their views of what their child should learn next. Parents are very well informed of their child's learning through monthly newsletters, learning journals and children's individual photograph books, reports, daily diary sheets and discussion at the end of each day. Parents are involved as they join in with activities such as music time and forest school, and they contribute items for topics. Many grandparents and carers are welcomed into the nursery to celebrate such things as grandparents' day. Parents complete questionnaires expressing their views and receive regular information on what they can do at home to extend their child's learning further. Parents comment on the many activities the children are able to do in a relaxed atmosphere with friendly staff.

The managers create good relationships with other agencies when needed; they seek advice and all staff attend regular training as they strive to make improvements to the learning environment. Reflective practice is given a high priority, and everyone is involved in self-evaluation and recording the impact of changes. Recent changes include developing activities regarding letters and sounds, extending the range of activities so all areas of learning are accessible to all children, using the minibus in fire drills, sharing user-friendly information about the curriculum to parents, and introducing a visual timetable so that all children are included in choosing what they want to play with. The owners are involved in the day-to-day running of the nursery and share their vision with staff. All staff identify areas for further improvements including resources, improved dental hygiene, forest school activities and the use of the outside area, particularly with

the younger children.

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

Children thoroughly enjoy their time at the nursery. They are confident, happy and sociable towards other children and staff. It is a relaxed environment with flexibility to allow children to get engrossed in play activities such as painting, play dough or creating small world scenarios with toy dinosaurs in green shaving foam or compost. All babies and children explore different textures during sensory play, such as shredded paper, gloop, jelly and baked beans. Children have made significant improvements in their concentration and enthusiastically join in for stories and during group welcome time. From a young age, children show a good knowledge of the days of the week and months of the year. They explain the golden rules of the nursery confidently, sharing this information with the rest of the group. The children have responded well to this daily reminder and are very well behaved and well mannered. They demonstrate a caring attitude to one another as they encourage others to join in their play or eagerly help rebuild a tower of boxes that had accidentally fallen down.

Children learn about respecting others through cultural activities, for example with crafts and discussions about Eid, and looking at the many posters and resources such as jigsaws that represent the wider social world. Children have a very good sense of belonging as their work and photographs are displayed. Babies take home a toy mouse for day trips and holidays, and parents take photographs and contribute accounts of its adventures in a book. The older children recognise their names on their coat pegs and drawers, and take pride in their photograph books. Children have made significant progress in their independence and self-care skills. They help choose and serve their own drinks and food, feed themselves with cutlery and cups and put on their own shoes.

Babies and older children enjoy the social occasion of sitting at the table with staff, to eat a healthy range of snacks and meals. Children have a good appetite and are adventurous in the range of nutritious meals they eat from a young age. They also learn about healthy living through topics and displays. Children benefit from fresh air daily in the outside area or on visits to the local park, where they develop further physical skills and practise for sports day. Children develop an understanding of hygiene as they independently use the toilet, following good hand-washing procedures and using individual flannels and paper towels to prevent cross-contamination.

Children learn to take responsibility from a young age as they help wash up the snack dishes, enthusiastically sweep the floor and help tidy toys away to maintain a safe environment. Children feel safe, and they openly express their opinions, talk about their home lives and share holiday photographs with staff and friends. Children learn about keeping themselves safe; for example, they come in for a sunhat even when it is not hot but is sunny, and they follow routines such as fire drills. Stringent safety measures are in place on outings, such as high adult-to-child

ratios and the use of nursery caps and tabards.

Children have good relationships with staff and owners, and they show them affection and engage them in their role play. Staff relate very well to the children; they spend time sitting on the floor with them, singing songs, reading stories and playing games such as with farm animals. Children learn new words and their learning is extended through good use of questioning, such as 'Why do giraffes have long necks?'. Babies and children show a good appreciation of books, which they independently choose in cosy reading areas. Children have good imaginations and play well together, for example as they pretend to go camping, dress up, talk on the play phones and use the toy keyboard. However, they have fewer opportunities to develop their computer skills.

Babies and children are inquisitive learners whether it is a baby playing with books with sounds or older children using the camera, gardening or watching ice melt. They learn about numbers, shapes, size, and other mathematical concepts through a good range of resources, including shape lotto, matching structured equipment and baking cakes. Children are well prepared for transition to a new room or school through an induction involving the parents, a formal report and a planned handover between staff. Children enjoy role-playing schools; they write in registers and diaries and learn to put on their pumps for physical activity. All these skills will help children in their future lives.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

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

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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