

Castle Day Nursery

Inspection report for early years provision

Unique reference number EY358181
Inspection date 12/12/2011
Inspector Claire Parnell

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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 Day Nursery is privately owned and opened in 2007. It operates from a Memorial Hall in the Purley area. The nursery is open from 9.00am to 3.00pm from Monday to Friday during term-time only. Children attend for a variety of sessions. Children have access to the main hall, the room behind the stage, the bathroom and the secure outside areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for 35 children under eight years of age, all of whom may be in the early years age range. There are currently 48 children from two to five years on roll. Of these, 24 children receive funding for nursery education.

There are 12 staff who work at the nursery including the two owner/providers. Of these six have relevant childcare qualifications. The setting receives support from the local authority through an Early Years Advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners competently promote the unique needs of children and effectively meet their learning and welfare needs most of the time. Children play in an inviting and secure environment. Children are given a good range of activities to support all areas of learning, although the outside environment does not always reflect this as positively. Strong links with parents and outside agencies helps to promote continuity of care for children. The management work with the staff team to self-evaluate the provision and identify any areas for development; which, in general, are appropriately actioned.

What steps need to be taken to improve provision further?

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

- develop the key person system to respond sensitively to children's feelings, talking to parents to make sure the child is being cared for appropriately, especially when distressed
- provide purposeful learning intentions for children throughout daily routines such as snack time
- extend planning and provision to promote all six areas of learning equally in the outside environment to have a positive impact on all aspects of children's development.

The effectiveness of leadership and management of the early years provision

Safeguarding children is recognised by staff as their main priority. Most staff have a clear understanding of the written policies and procedures that promote children's safety. Some staff have received high levels of child protection training and have up to date knowledge of the procedures to follow if a concern arises. Robust and regular risk assessment that are carried out helps to keep children safe and secure. Fire drills are successfully implemented and recorded to provide children with an understanding of what to do in an emergency. All required documentation is in place to promote children's well-being and good health. The proprietor ensures that all checks are completed for new staff before allowing unsupervised access to children. A safe arrivals and departure procedure promotes children's safety, with an effective collection procedure for children who are collected by persons other than their parents.

The staff and management team work closely together to evaluate the setting's strengths and identify areas for improvement. The setting has an action plan relating to improvements to be made, including a new website for parents to access everyday information and regulatory details such as policies and procedures. However, the setting has not successfully implemented some of the recommendations from the previous inspection and there continue to be areas for improvement. Staff attend training to keep their knowledge and skills up to date and are encouraged to cascade information to other staff to share good practices. The setting is well resourced with a good range of equipment activities and toys accessible to children. Children confidently ask for further resources from cupboards and storage that are not safe for children to access themselves; such as under the stage. Staff use their skills such as speaking additional languages as a positive resource, to communicate and strengthen bonds with children with English as an additional language.

Equality and diversity is promoted throughout the sessions through positive images and resources. Children have access to dual-language books, pictorial time-lines, play people, dressing up and song CD's that positively promote diversity within their community. Children are equally included in activities and their particular interests and needs are identified and promoted.

The partnerships with other settings and agencies is good. Staff liaise with local schools, building partnerships to create positive and confident transitions to full time education. Information from other professionals such as speech and language specialists are used well to support children's language and speech development and offers consistent approaches at home as well as within the setting.

Parents are positively engaged with at the setting. Parents are happy with the care their children are receiving and feel they make good progress. Parents are kept well informed of their children's progress and are invited to regular parents meetings to discuss children's achievements and future targets for development. Parents are asked to give written consent for all aspects of care to promote

children's wellbeing

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

Children are very settled and happy within their environment. The key-person system works well most of the time to support children's emotional welfare, but on some occasions the staff's daily responsibilities impact on the support needed by distressed children to leave their parents and settle in as usual. Children are familiar with daily routines due to consistent approaches within the session and a pictorial time line to support children's understanding of routine. Most of the activities are clearly linked to learning intentions to support children's development within the six areas of learning but snack time does not support learning for children, resulting in children eating and drinking as a formality rather than enjoying this occasion as an opportunities to socially interact with their peers and staff and to learn about the benefits of healthy eating. Children's self-care skills are also limited during the snack time when snacks are prepared and served for children and staff pour drinks without any encouragement for independence skills and choices.

Children are inquisitive and explore the activities and resources selected for them with interest and intrigue, asking questions about the toys and resources. Staff interact well at these activities. For example, staff talk to children about how fast their cars can run down the ramp in the garage, counting one to five and then encouraging children to count how fast their cars can go. Some children recognise that their cars are slower as they reach number eight. Circle time is implemented well by all staff, incorporating social skills to wait their turn, listen to others and share experiences. Children thoroughly enjoy "What's in the bag" activities, linking shape, colour and the letter of the week to objects that each child finds in the bag. The repetitive song engages all children in the activity, sustaining their interest for the whole session. Children participate in activities involving the computer, using the mouse effectively to change the screen and develop an understanding of cause and effect. Children have the use of the secure and under covered outdoor area on a daily basis for hour length parts of the session. However, the planning and provision of the outside area does not reflect the positive planning of all six areas within the inside area, resulting in children only using this area for short periods of time, mainly for riding bikes and physical play. All these activities helps to extend children's skills and promotes their abilities for future learning.

Children's ongoing learning is mainly planned for appropriately and proficiently. Children's individual targets are identified by their key person and shared with all other staff to inform the ongoing and flexible planning system. Observations are clearly made and linked to the areas, aspects and stages of development. These are then used to effectively track children's development in relation to the Early Years Foundation Stage.

Children have a good sense of safety, reminding others to push chairs in and to

hold on to the rail when walking to the room behind the stage. They are aware of asking to go to the toilet when no-one is in the bathroom to supervise their safety and understand that they need to wait for their name to be called before leaving the setting with their parents.

Children show a good understanding of hygiene practices, listening to instruction from staff about drying their hands properly after washing them from toileting or before snack and lunch time. Staff provide opportunities for children staying all day to recuperate by having a quiet story time after lunch, allowing them to rest before the remainder of the afternoon session. Children enjoy physical activities, accessing fresh air every day even in wet weather due to the undercover area. Children have an emerging understanding about the effects weather and exercise has on their bodies, asking staff to take their jumpers off when they are hot and coming inside when they are too cold.

Children behave well in the setting, due to the routine. Children understand boundaries and expectations and show high levels of patience, listening to others and waiting their turn at circle time. They receive plentiful praise and encouragement from staff who act as positive role models using good manners and respect towards other staff and children alike.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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
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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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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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