

Castle Lane Day Nursery Ltd

Castle Lane Nursery, 9 Great Bowden Road, MARKET HARBOROUGH, Leicestershire, LE16 7DE

Inspection date	06/03/2013
Previous inspection date	16/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The thoughtfully planned playrooms create enabling environments for all ages of children to promote independence and to engage them in purposeful play. They benefit from a wide range of play materials to support their learning and development.
- The key person system is firmly embedded and children feel safe and secure. Partnerships with parents, carers and other professionals are strong and as result, children make good progress in their learning and development.
- Children behave well and are confident because staff provide clear guidance about what is acceptable behaviour and consistently praise and acknowledge their achievements.
- Managers and staff show a strong commitment to the nursery provision and plans for continuous improvement are well targeted.

It is not yet outstanding because

- Children do not gain the most benefit from their experiences during meal times and school pick up times.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held a meeting and carried out a joint observation with the manager at agreed times during the inspection.
- The inspector talked with staff and children at appropriate times during the inspection and observed activities in all four playrooms and outside.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.
- The inspector looked at evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's assessment records and planning documentation and a selection of policies and children's records.

Inspector

Claire Jenner

Full Report

Information about the setting

Castle Lane Day Nursery was taken over by the current owners in 2012 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Market Harborough area of Leicestershire and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from a converted three storey detached building and there is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round apart from bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 51 children attending who are within this age group. The before and after school club is open from 8am to school start and from 3.30pm to 6pm during term time and full days during school holidays. Children are transported to and from six primary schools in the Market Harborough area.

The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- reflect and review the organisation of staff during key times, such as school pick-ups and staff breaks, so that children can gain the full benefit from staff interaction and resources.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The manager and staff recognise that children learn through play and provide a stimulating and welcoming environment where children feel confident and secure. They have a good understanding of the learning and development requirements and how to engage and capture children's attention. Staff know the children well and undertake thorough observations. They use this information effectively in order to plan challenging experiences for individual and groups of children. Consequently, they make good progress in their learning. Parents receive regular daily feedback and more detailed periodic written reports showing them what their children have achieved. They are invited to attend parents' evenings and have easy access to a broad range of information about activities

and learning objectives within the nursery. Opportunities for children to borrow books, games and activities, to use at home are in place. Consequently, parents are fully included and are helped to understand how to support their children's learning.

Children's communication, language and literacy is effectively promoted across all areas of the nursery. They enjoy easy access to a broad range of books and reading materials which are available both indoors and outside in the garden play house. Very young children enjoy the experience of sharing stories with staff and point animatedly at the familiar pictures. Older children chose books independently or engage in group story time. Children of all ages enjoy singing and listening to music. They grow in confidence as they join in enthusiastically with the actions of favourite songs and rhymes. Materials for making marks are widely available throughout the nursery. Young children use their fingers and brushes to make dots and lines on paper with paint which contributes to the development of their early writing skills. Pre-school children are effectively supported in their transition to school as they begin to give meaning to marks and recognise their name on their coat pegs and drawers. In addition, structured circle times are regularly planned and children take part in group word games. They learn to take turns, listen to others and contribute in equal measure. Those less confident are sensitively supported by both staff and their peers.

Children's understanding of mathematics is effectively promoted as staff introduce counting as children play both indoors and out. For example, younger children recognise that anything can be counted as they count the steps as they climb up the slide and the number of eggs in the muffin mixture. Pre-school children confidently sort and place number cards in the correct sequence. They enjoy playing mathematical games on the computer. In addition, children begin to recognise and match numerals, as outdoor bikes are numbered and children place their vehicle in the correct parking space.

Children enjoy being physically active and have regular access to the outdoor play area. Younger children have free flow access to well-resourced play decks and enjoy the space and freedom to enjoy the fresh air and use larger equipment. This also promotes their independence as they access this area when they wish. Indoors, very young children's physical development is effectively promoted. For example, they learn to walk, cruising round the carefully placed furniture and walkers to take tentative steps towards staff members who wait ready to catch them. The pre-school environment is not conducive in allowing children to have free flow to this area but effective planning means that children can access this area on a daily basis. Indoors they regularly enjoy dance and gymnastic sessions which provides them with additional opportunities to experiment with different ways of moving their bodies.

The contribution of the early years provision to the well-being of children

The effective implementation of the key person system across the nursery ensures that children form secure emotional attachments. All children show a strong sense of belonging within the provision and settle well because staff have a good knowledge of their individual likes, needs and routines. Settling-in sessions are negotiated and planned with parents and are reflective of the individual needs of children. In addition, transitions within

the nursery are effectively managed and the established relationship with the local schools ensures consistency of care.

Children are cared for in a calm and caring atmosphere which creates a positive learning environment for all. Careful consideration is made to the presentation of resources which ensures that children are able to make independent choices of what they wish to play with. For example, very young children explore their environment with increasing confidence and independence. They move around the room and investigate the contents of toy boxes that are easily accessible on low-level shelves. Pre-school children have easy access to a broad range of well-presented activities and equipment. Areas are clearly identified and children move freely between them.

Children behave well. Older children play cooperatively with their peers and are encouraged to share, take turns and be kind to one another. They demonstrate a growing responsibility within the provision and understand what is expected of them. For example, children understand that they must not place their cup of water near to the computer and they use rules when using the stairs to minimise the risk of injury to themselves or others. Younger children play happily alongside each other and show a growing awareness of those around them.

Children's understanding of healthy practice is well supported. They have frequent opportunities to enjoy outdoor play and are provided with a good balance of meals and snacks that are freshly prepared on the premises. Information is shared with parents and children about making healthy food choices and their comments about menus are taken on board by managers. For example, in response to parental requests, children are provided with two hot meals during the colder months. Children show a clear knowledge of how to keep themselves healthy as they wash hands before eating and engaging in cooking activities. Children develop good self-help skills. For example, younger children are supported in feeding themselves and do so with increasing skill. Children are given the time and space to try and do things for themselves but are confident to ask for help when they need it. Before playing outside, older children find their own coats and shoes which they put on with minimal help from staff.

The effectiveness of the leadership and management of the early years provision

Managers have a good understanding of the Early Years Foundation Stage framework. The safeguarding and welfare requirements are clearly understood and policies and procedures have recently been reviewed and updated. Consequently they contain all of the necessary detail to underpin practice within the nursery. Established recruitment procedures mean that staff complete the required suitability checks, have completed training or are prepared to do so. All staff complete an induction process to help them understand their responsibilities. This includes information about emergency evacuation, safeguarding, child protection and health and safety issues. Regular team and supervision meetings ensure that any gaps in knowledge or understanding can be identified and addressed through in-house discussion or external training. On the whole staff are effectively deployed within the nursery and children are well supported. However, at specific times in the day, such as

school pick-ups and staff breaks, staff are not always deployed to best advantage which results in some interruption to children's play.

Partnerships with parents are well established and they speak highly of the welcoming staff group and the care that their children receive. Arrangements are effective in ensuring parents play a full and active role in their child's care and learning. Their views are obtained informally through discussion and formally through regular questionnaires. Wider partnership with appropriate professionals and other providers of the Early Years Foundation Stage effectively support individual children.

The management team and staff work very well together and share a joint vision to continue improve the nursery provision. Systems for ongoing self-evaluation are effective and staff, parents and children are actively encouraged to contribute to the process. As a result, areas for development have been identified and a clear plan for future improvements developed. Planning and assessment are checked to make sure they are consistent and precise. Any gaps are identified and action is beginning to be taken to support staff in closing them.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY372240
Local authority	Leicestershire
Inspection number	903364
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	90
Number of children on roll	51
Name of provider	Castle Lane Day Nursery Ltd
Date of previous inspection	16/09/2008
Telephone number	01858 468 006

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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