

# Castle Nursery

De Vere Primary School, Kirby Hall Road, Castle Hedingham, HALSTEAD, Essex, CO9 3EA

## Inspection date

28/02/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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	1
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

- Children confidently move around the nursery premises. They have daily access to an exciting and superbly resourced outdoor environment, which allows them to initiate their own learning, show curiosity and make decisions.
- Children are very happy, content and settled in the relaxed and friendly atmosphere of the nursery. They enjoy good relationships with practitioners, who follow their interests and ideas.
- Practitioners are knowledgeable about the children in their care and how they learn, which enables them to tailor planning effectively to meet each child's individual learning style and capability.
- Strong partnership working and good methods for sharing information, allows parents and other professionals to be fully involved in their children's development.

### It is not yet outstanding because

- Opportunities for children to further enhance their knowledge of the world is yet to be fully extended.

## 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.

## Inspection activities

- The inspector observed activities in the main playroom and outdoor areas.
- The inspector held discussions with the managers, practitioners and children at appropriate times throughout the inspection.  
The inspector looked at a range of records including children's details, staff records, accident and medication records, risk assessments, staff supervision procedures and a selection of other documentation.
- The inspector took account of the views of parents spoken to at the end of the morning session.

## Inspector

Lynn Hughes

## Full Report

### Information about the setting

The Castle Nursery was registered in 2012 and is on the Early Years Register. It is situated in a double demountable classroom in the Castle Heddingham area of Essex and is managed by a limited company. The nursery serves the local and surrounding areas and is accessible to all children. It operates from one main playroom and there is a fully enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday term time only. Sessions are from 8.45am until 11.45am, lunch club is from 11.45am to 12.30pm and the afternoon sessions are from 12.30pm to 3.30pm. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- enhance opportunities for children to go for walks and visits in the local area, to enable them to explore the geography of the area, the local architecture and to learn about the people around them.

## Inspection judgements

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

All practitioners demonstrate effective knowledge of how children learn and the seven areas of learning. They understand that children learn through play and provide a wide and exciting range of activities to help children to make good progress in their learning and development. They provide an exciting environment, which enables children to have the freedom to develop their own interests. Key persons observe the children in their groups and make clear notes about the children's abilities and different learning styles. Observations are recorded in well-presented learning journals. Practitioners participate in effective planning which incorporates each child's next steps in their learning. The activities are effectively evaluated and adapted to ensure that they are tailored to meet each child's individual needs. Parents are actively encouraged to be involved in their children's learning. Key persons provide regular opportunities for parents to look at their children's learning journals, discuss their progress and share any learning, which has taken place at home. Parents are involved in informing practitioners about children's starting

points and help to determine their next steps in learning. Key persons use effective, targeted strategies to support children's learning, ensuring that all children including those with special educational needs and/or disabilities are developing well.

Children are very keen and active learners. They communicate well, holding excited and informed discussions with their peers and the adults caring for them. Practitioners effectively promote their language and communication skills, by using timely and well-considered questions. They allow children ample time to respond and encourage them to think critically. For example, they use mathematical language, such as more than and less than to help them to consider calculation. Interesting cooking activities provide children with good opportunities to weigh and measure ingredients and to learn about how food changes through the cooking and baking processes. Children express themselves creatively as they enthusiastically participate in role play and dressing up. They make models and enjoy painting and creating collages with materials they select from an exciting range presented in low-level storage units. Computers and other technical resources, enable children to develop a good understanding of information and communication technology. Staff build on children's experiences of the outdoor environment through regular walks into the woods that are planned to enhance all aspects of their learning and development. However, children have fewer opportunities to explore the local environment to extend their knowledge of the geography of the area, the local architecture and the people around them.

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

Children form exceptionally close and caring relationships with their key persons and other practitioners. They feel extremely secure and safe as practitioners use expert methods to help settle children into nursery life. For example, new children who become distressed are encouraged to talk about what mummy is doing at home and that she will be coming to nursery soon to collect them. This consistent approach used by all practitioners reassures children and enables them to become re-engaged in play. The nursery's highly effective settling-in procedures include the use of home visits, which enable parents to discuss their children's needs in comfortable surroundings.

Practitioners expertly speak to children in a calm and relaxed manner. They act as superb role models, encouraging children to express their feelings and to develop mutual respect for each other. The nursery environment is exceptionally well-resourced, highly stimulating and welcoming, both indoors and outdoors. This supports children's well-being, providing excellent opportunities for children to become independent young people, who make decisions about their play and learning. For example, children proficiently transport water from the large water butt to other areas of the garden, sometimes using it to make mud pies and cakes or to create puddles for jumping in. Practitioners support children's natural curiosity superbly and build on their knowledge to support them for their next stages of learning. For example, children independently access all areas of the nursery, they initiate their ideas and help to risk assess their environment. For example, when going to the nearby woods, children inform practitioners what they need or want to take with them to extend their experiences and to keep them safe. Practitioners help children to make these decisions through well-considered discussions and guidance. Excellent links with local

primary schools enable practitioners to prepare children for entry into school. This is achieved through discussions, the use of appropriate uniforms in the role play area, and visual aids.

Practitioners enthusiastically promote children's knowledge of self-care and keeping healthy. They make clear choices about foods which are good for them and those which are not so good as they access the snack bar throughout the session. They talk confidently about being active and regularly participate in physical play activities, entitled 'healthy heart'. These activities enable children to monitor their heart beat and the way they feel before and after participating in physical activities.

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

Managers have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and effectively monitor and evaluate teaching and learning to ensure that children are making good progress. They ensure that all practitioners recognise children's starting points and follow their progress through clear observations and tracking of their achievements. The effective monitoring of the educational programme and each child's learning, enables practitioners and managers to identify any gaps in their learning and to seek appropriate intervention and professional advice. Managers effectively observe practitioners and appraise their professional development. This results in a strong motivated staff team, who are committed to providing a high quality educational programme for all children. Ongoing professional development is discussed regularly and practitioners are encouraged to pursue training in a wide range of subject areas. Managers and practitioners successfully identify their strengths and weaknesses through effective self-evaluation. Parents and others are encouraged to input feedback into the self-evaluation process through regular discussions, parental questionnaires and visits from the local authority development worker.

Children are very effectively protected from harm, as practitioners demonstrate a secure knowledge of safeguarding children. They update their expertise through appropriate training events and in-house meetings. The environment is effectively risk assessed to ensure that children remain safe and secure at all times. All adults working with children are appropriately vetted and effective recruitment procedures ensure that personal references and a health declaration are requested for all new staff. Clear and well-written policies and procedures are effectively implemented by all practitioners and shared with parents. This ensures that all aspects of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are understood and met.

The partnership between the nursery and parents is very effective. Good daily and written communication ensures that parents are able to play a full and active role in their children's nursery life. Links with other early years settings, local primary schools, children's centres and childminders are good. This enables practitioners to complement children's learning, by sharing relevant information with other settings which they attend. Parents spoken to at the time of the inspection, comment on the friendliness of the

practitioners, their professional approach and the expert way in which they develop close and caring relationships with their children. A number of parents travel from surrounding villages to enable their children to attend this nursery following recommendations from other parents.

## 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

<b>Unique reference number</b>	EY451282
<b>Local authority</b>	Essex
<b>Inspection number</b>	881339
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Castle Heddingham Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01787 463450

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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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Piccadilly Gate  
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