

Castle View Day Nursery

1 Castle View Road, Strood, Rochester, Kent, ME2 3PP

Inspection date	15/10/2013
Previous inspection date	24/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- There is a well-resourced indoor environment where children can freely access resources and make choices about their play, which in turn supports children's growing independence.
- The nursery supports children well when they start as the key person works with parents to create a unique settling period that meets the individual needs of all children and supports emotional attachment.
- There is an effective self-evaluation system in place, which involves all stakeholders, demonstrating the management team have a good understanding of the nursery's strengths and priorities for improvement.

It is not yet outstanding because

- Staff do not always ensure that there are freely available opportunities in the outside area for children to experience resources that support their ongoing mathematical and creative development.

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 carried out a joint observation with the curriculum leader.
- The inspector took account of parent's views on the day.
- The inspector sampled documents related to the learning and development of the children.
- The inspector observed interactions between staff and children both inside and outside.
- The inspector sampled a range of policies, procedures and checked suitability of the staff and their qualifications.

Inspector
Janine Scott

Full Report

Information about the setting

Castle View Day Nursery opened in 1996 and operates from six rooms in a converted house. It is situated in the town of Strood, Kent. Children have access to an enclosed outdoor play area. The setting is open each weekday from 7am to 7pm for 51 weeks of the year, and is closed on Bank Holidays only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 105 children on roll, of whom 95 are in the early year age range. The setting employs 25 staff. Of these, 23 staff, including the managers, hold appropriate early years qualifications. The setting is in receipt of funding for the provision of free early education for children aged two, three and four. The setting currently supports children with special educational needs and children who speak English as an additional language.

What the setting needs to do to improve further

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

- increase the range of opportunities, activities and experiences available to children outside to further support their mathematics and creative development.

Inspection judgements

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

Children arrive at the setting happy and enjoy their time there. The older children self-register on arrival which helps with their early literacy skills. Children can make independent choices about what they play with, from a wide range of easily accessible resources enabling them to lead their own learning. A well-resourced book area is available which children enjoy using. Staff read during the day with children, discussing stories allowing children to develop a love of reading. Communication skills are supported across all children's ages as staff use a mixture of communication and language techniques with them. For example, staff repeat back babies babbling. They also explain what objects are used for 'that is a crane and this is a winch which is used to lift heavy objects' which introduces new words to their vocabulary. Staff also ask simple questions such as 'what are you building?' and 'what have you built?' to encourage children to think what they are doing when playing with the bricks. Numbers and shapes are displayed around the room and staff use mathematical language in everyday games such as inside, on top of and next to introducing position language whilst playing with cars. However, the outside area does not always allow children the same opportunities to develop their mathematical skills. A range of construction activities allow children to improve their smaller physical skills.

Children enjoy playing in the home corner where they make each other tea with real resources such as pot, pans, kettles and utensils learning skills for the future. However, this opportunity is not always extended to the outside area. Writing materials such as pens, pencils and crayons are available in all rooms and children can freely access them allowing them to develop early writing skills.

Staff value partnership with parents and work with them from the beginning. This enables staff to establish children's starting points and plan appropriately for each child's next steps in learning. Regular written observations are completed on all children and kept in each child's learning story, which parents have easy access to. They are encouraged to take the folders home and comment regularly enabling them to take an active role in their child's learning and development. As a result of the observations staff summarise children's learning and plan next steps linked to their development stages. Staff scan and email these out to all parents so they are fully informed of their child's learning and can continue to work on them at home encouraging a cohesive approach. Staff complete the required progress check for children when they are aged between two and three years. They invite parents to share this information at one-to-one meetings and give ideas on how they can extend their children's learning at home.

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

There is an effective key person system in place. Parents work with their child's key person to devise unique settling periods to meet their individual needs. This allows staff, parents and children to build positive relationships and support children's emotional attachments from the beginning. All key people have a named 'buddy' who also know the children well and can step in and support if the key person is not there ensuring consistency for each child. When children move between rooms the key person moves with them ensuring they are emotionally supported during this stage. Relationships have been built with the local schools to support children's progress in their next steps of their learning.

Termly summaries are completed on children allowing staff to monitor children's well-being ensuring they are happy and secure. Staff are aware that if children have low well-being they cannot engage properly. Therefore, they create action plans for any identified child quickly to provide the appropriate support to continue to be able to learn.

Equipment such as mini computers and CD players support children's developing knowledge of technology. In the baby room there is selection of equipment which have buttons to push allowing them to learn about cause and effect. Different languages are displayed around the rooms and staff learn some words in children's home language to demonstrate they value their individual cultures.

Healthy food and drink is served at snack time, such as, raisins, pears, oranges and milk allowing children to learn about healthy life styles. Children also benefit from access to the outside area daily, in all weathers, where a range of large equipment and bikes allows

them the opportunity to develop their large movements and coordination. However, there is less opportunity outside for children to access mathematics and creativity.

Children generally behave and play well together. Expected behaviour is displayed around the room, such as not shouting, and children know these signs well. For example, children explain to the inspector that one of them meant 'don't shout'. Staff are consistent in their approach to promoting positive behaviour they use distraction methods or alleviate situations before issues arise. For example, when children push to try to see a book during a story staff move to a larger area so all children have enough room.

Children develop their independence as freely access the bathroom, washing their hands as equipment has been made available such as stools and low level equipment to support this. Children gain a sense of belonging as they know where their belonging are if they need them as they all have individual trays with their names on where they can place comforters or pieces of their work.

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

Staff are clear about their responsibilities and role in keeping children safe. They have a secure understanding of the process to follow if they have a concern about any child in their care. The management team ensure all staff have had in-house training to keep their knowledge up to date. The management use a professional company and paperwork to support recruitment procedures and as a result they are robust procedures completed to demonstrate the suitability of all staff working in the setting. Risk assessments are in place as well as daily checks on all areas of the environment ensuring children are kept safe while they play. All required documents, policies and procedures are in place which contributes to the children's safety and well-being.

Annual appraisals are completed and these identify staff training needs to further develop their knowledge and skills relating to early years. As a result, two staff members have completed team leader training and two staff members are currently studying for management training course.

An up-to-date self-evaluation process is in place which all stakeholders have contributed to. This identifies strengths as well as areas for development. Parents contribute to the self-evaluation process through the use of questionnaires. These are collated and the results displayed in the reception area showing their responses were valued. As a result of the returned questionnaires changes have been made. For example, long term plans are now displayed on the settings face book page so working parents, who cannot always pick up, are aware of what the setting is working on. Children's individual next steps are scanned and emailed to parents. Staff have their input through supervision as well as termly staff meetings where the self-evaluation is shared. For example, management are currently working on developing a buggy park area and this shows they are listening to parents.

Parents are happy with the setting. Staff work hard to ensure that parents are fully involved in the planning and the next steps in their children's learning. Parents are welcomed into the setting and therefore have daily opportunities to speak to their child's key person. Staff work closely with parents to ensure children's needs are met. Links have been made with local schools to support children when they move onto their next stage in their education.

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	103711
Local authority	Medway Towns
Inspection number	813244
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	105
Name of provider	Castle View Day Nursery Limited
Date of previous inspection	24/06/2011
Telephone number	01634 718144

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Type of provision

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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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