

Castle Lane Day Nursery Ltd

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

Inspection date	28/10/2013
Previous inspection date	06/03/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff have a sound knowledge and understanding of the Early Years Foundation Stage and the 'progress check at age two'. They use their summary reports to ensure babies' and children's individual next steps are identified and included in the planning of future activities. This ensures all babies and children make satisfactory progress in all areas of learning and development.
- Children's emotional security is met effectively, beginning with a well-planned settling-in procedure that ensures children are settled and happy.
- Partnerships with parents and local schools are well-established and effectively help to support children's learning and transitions.

It is not yet good because

- Knowledge and understanding of the guidance and procedures for informing the relevant Local Safeguarding Children Board has not been followed. As a result, notification following a significant event has not been shared.
- Staff who deliver children to other settings are not consistently supported to understand their roles and responsibilities. This means that children's safety may be compromised.
- Monitoring of staff performance is not always effective in ensuring all staff working in the pre-school room make the most of every opportunity to extend children's learning.

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 observed activities indoors and outside.
- The inspector spoke to the co-owners/managers at appropriate times throughout the inspection.
- The inspector took account of the views of staff and children spoken to on the day.
- The inspector carried out a joint observation with a manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.

Inspector

Sharon Alleary

Full Report

Information about the setting

Castle Lane Day Nursery Ltd was taken over by the current owners in 2012. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted three storey detached premises 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 three rooms and there is an enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, two hold an appropriate early years qualification at level 5, one at level 4, seven at level 3 and one at level 2. 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 64 children attending in the early years age range and 55 in the out of school facility. 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 two-, three- and four-year-old children. It supports children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve arrangements to ensure staff have a clear understanding of their roles and responsibilities, with particular regards to the handing over of children at other settings

- improve knowledge and understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage, particularly those relating to the guidance and procedures for informing the relevant Local Safeguarding Children Board.

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

- strengthen the monitoring of staff performance to ensure pre-school staff have a secure knowledge and understanding about how to use interaction and teaching more effectively to expand children's learning during play.

Inspection judgements

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

Children make satisfactory progress and sometimes good progress towards the early learning goals and are learning a satisfactory range of skills in preparation for school when the time comes. Staff seek information on children's learning and development through an initial 'Getting to know you' sheet and discussion with parents to enable them to plan appropriately for children's individual needs. This is used as a starting point for children's learning. Ongoing observational assessments and precise tracking, identifies children's interests and next steps for learning. The quality of teaching is satisfactory in the pre-school room and consistently good in the baby and toddler rooms. However, the lack of knowledge and understanding about how to expand children's learning through play and activities in the pre-school room means that pre-school children are not always provided with challenging activities that are fully matched to their learning needs in this room. For example, although staff observe children during their play, their physical interaction and teaching techniques do not consistently help children to make good progress. Despite this, overall, play opportunities in the pre-school room support children's interests ensuring they are continually engaged and enjoy their time at the setting. Staff have developed appropriate systems to enable written assessments to be made for two-year-old children and these are shared with parents.

Staff in the toddler room use spontaneous opportunities to expand learning. For instance, children show great excitement as they find spiders under the shed. Staff take pictures of the spider and then plan interesting activities to support this discovery. Mathematical development is supported as children count the spider's legs. Popular rhymes and songs about spiders support children's listening and attention skills. To complete the investigation children used their creative skills to make spiders which now provide a delightful memory on the wall. Most staff provide good levels of support during children's play, which encourages children to be curious and build on their vocabulary. For example, staff in the toddler room show enthusiasm and enjoyment as they talk about the colours of paint and the 'sparkly sponge'. As a result, children copy this and show great signs of engagement copying the words staff use, such as 'orange' and 'glitter'. Overall, children have suitable opportunities to explore and initiate their own learning and ideas, enabling them to extend their play. For example, when playing outside a child sits in a box and says, 'I'm going to London.'

Children enjoy the outdoor area, they whizz around on bikes and scooters. The new creeper scooters are a particular favourite as children begin to master the art of making it move with its unique transporting system. As a result, children are suitably challenged in their physical abilities and show growing skill and confidence in using wheeled toys and running. Babies delight in pressing buttons and understand that by doing this, different things happen, such as a variety of animals which pop up out of their box. The baby room staff are skilful in supporting this and demonstrate the action to other children as they join in. A daily welcome time group helps older children to develop skills they need for school. This includes listening to others, taking turns and developing confidence in their communication with others. Babies develop their physical skills as they crawl around the

room. They explore the toys and show curiosity, for example, a baby crawls through the tunnel and peeps out at his friends, this makes them both laugh out loud. This interaction supports self-confidence and self-awareness.

Children with English as an additional language are fully integrated into the setting. Staff work with these children and their families to develop English language skills, which help them progress well to achieve their full potential. Parents are encouraged to share what they know of their child's learning from home, in order to inform their progress at the setting and regular ideas are shared with them, in order to extend children's learning at home. For example, the nursery has introduced a selection of quality 'Take Home' boxes that give parents resources and advise on how to use these to continue learning and development at home. Parents receive termly summaries of their children's general progress and can also see their learning journals when they wish. This helps promote continuity in children's learning and development over time.

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

Staff are not fully supported to understand their roles and responsibilities when handing over children to another setting. As a result, children's safety and well-being is compromised. However, following a recent incident, immediate action was taken to ensure children's continuing safety at this time. Throughout the provision babies and children are happy and settled. Staff provide a friendly welcome for children and their families. Key persons are attentive to children as they listen to their requests and are aware of their individual needs, which support secure emotional attachments within each room. As a result, young children settle comfortably. For example, they snuggle up to staff when they are sleepy and they go easily to staff for cuddles when they wake up, which shows they feel safe in their care. Staff support settling-in visits, so children can become familiar with their new surroundings and meet children, soon to become their friends. The nursery management are committed to introducing children to the local community. For instance, children go for walks to local shops and visit the local care home.

Children are well behaved and staff use clear and consistent methods to ensure children feel safe and secure in their play. For example, they remind children they do not walk around the room carrying chairs. Generally, resources are organised to enable children to make mostly independent choices in their play which, overall, enables them to become engaged and enjoy their time at the setting. Children demonstrate a good awareness and understanding of their own needs and personal cleanliness as they follow hygiene procedures with regard to hand washing before eating and after using the toilet. Children enjoy the nutritious snacks and home-cooked meals provided, such as snacks of rice cakes, cheese and grapes. The menus are displayed for parents daily to ensure they are kept well-informed. Staff are aware of each child's individual health or dietary needs and maintain clear records in the individual rooms and in the kitchen ensure that these are addressed appropriately.

Pre-school children develop important physical skills when they climb the stairs,

demonstrating that they have learnt to negotiate the steps safely and with confidence. Staff provide babies with space and furniture, which encourage them to move and reach out for their toys. This supports their mobility as they start to move through the early stages of crawling and begin to pull themselves to standing. As a result, staff actively promote children's physical health and development. All children have base rooms in which they are cared for and opportunities are offered each day to mix with others and develop their social skills. For example, during breakfast and tea time. As a result, children become confident and build relationships with their peers and all staff. Children's transitions from one room to the next are well supported through gradual visits, enabling them to build their confidence with familiar adults, resulting in a stress free transition. Transitions into school for older children are supported. Management have built firm partnerships with the local schools where children move on to and share what they know about children.

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

This inspection was brought forward by Ofsted following a recent investigation of concerns being raised by a parent. The inspection found that overall, the manager and staff have a suitable understanding of the requirements of the revised Statutory framework for the Early Years Foundation Stage. However, they are not fully complying with two aspects of the safeguarding and welfare requirements. Overall, children are protected as the manager and staff have a secure understanding of what to do should they have concerns regarding a child's welfare. Appropriate training has been completed in relation to child protection by a number of staff. However, following a recent incident the management failed to appreciate the significance of an allegation and as a result, did not follow the correct guidance and procedure to notify the relevant Local Safeguarding Children Board. Nevertheless, this was an isolated incident that the nursery immediately addressed and as a result, policies and procedures have now been amended and shared with all staff. In addition, the incident occurred due to the lack of understanding of roles and responsibilities by a particular member of staff. Management failed to fully support this staff member in their understanding of the procedure when handing over a child at another setting. Despite these weaknesses, this was an isolated incident and immediate action was taken to ensure it never happens again.

Staff ensure that children are supervised at all times to ensure they remain safe. Systems are in place to ensure that annual appraisals are completed and staff development is encouraged to ensure they remain suitable and have the skills appropriate to their role. A range of policies and procedures are in place and accessible to parents should they wish to view them. Management follow suitable vetting and recruitment procedures, which include receiving appropriate references and check their suitability through the Disclosure and Barring Service before employing them in the nursery. Since taking over in 2012 the management has renewed all staff disclosures. Accidents and incidents are monitored, so that staff can identify any possible areas for concern. Any risks to children are managed appropriately, by the use of applicable risk assessments, enabling children to move around

their environment freely and safely, accessing resources as they choose. Regular, informal supervisions and yearly appraisals of staff performance are conducted and generally support the continued development of staff through ongoing training. However, these are not sufficiently robust to fully identify all weaknesses in practice and provide early support or training for staff. Consequently, teaching techniques are not effectively monitored to ensure they provide all children with sufficient challenge and there are weaknesses and inconsistencies in some teaching practices. As a result, some children receive satisfactory levels of support, instead of good.

The setting monitors and evaluates their provision through an appropriate system of self-evaluation. This leads to the identification of some targets for future development, which improves children's care. All staff are included in the provision's self-evaluation process and parents are asked for their opinions and ideas through parental questionnaires. The provider has suitably addressed the recommendations raised at the previous, relatively recent, inspection. Staff have established good partnerships with parents. Parents are welcomed and appear comfortable with staff in the nursery. There is a wealth of valuable information throughout the foyer and in the individual rooms for parents to access. On their child's entry to the nursery parents are provided with the opportunity to see all the nurseries' policies and procedures, so they are aware of the service that the nursery offers. Copies of these are also available in all rooms. To aid children, appropriate links have been established with outside agencies, such as the local authority. The partnership with shared carers is suitable and staff work with these individuals and companies to meet the needs of individual children, to provide continuity of care.

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	939556
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	90
Number of children on roll	119
Name of provider	Castle Lane Day Nursery Ltd
Date of previous inspection	06/03/2013
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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