

The Castle Day Nursery Limited

Angola House, Angola Road, Worthing, West Sussex, BN14 8DU

Inspection date	18/02/2014
Previous inspection date	24/04/2009

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

- Staff keep the planning flexible so they can quickly incorporate children's latest interests and next steps to encourage their learning.
- Staff encourage children's language development well through lots of discussion and explanation, particularly those caring for the babies.
- Staff help children learn about and care for the environment through many well planned activities.
- Staff and management have robust systems for assessing and monitoring all aspects of their practice to identify key areas for improvement.

It is not yet outstanding because

- Children have set times when they can play outside, which does not effectively support those who prefer to learn outdoors and be more active.
- Although there are books readily available for children to read, there is little text available in languages other than English, to support those children whose families speak other languages at home.

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 and staff practice in all nursery rooms and in the garden.
- The inspector held discussions with staff, children and the management.
- The inspector sampled a wide range of documentation, including children's records, policies and risk assessments.

Inspector

Jill Steer

Full report

Information about the setting

The Castle Day Nursery Limited registered under its current private ownership in 1991. It operates from eight rooms in a converted house in Worthing, West Sussex. Children have access to an outdoor play area. The nursery is open each weekday from 8am to 6pm for 52 weeks of the year. There are currently 91 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities and children who are learning English as an additional language. This nursery is registered on the Early Years Register. There are 21 members of staff, 18 of whom work directly with the children and hold appropriate early years qualifications to at least National Vocational Qualification level 3. One member of staff has is qualified to foundation degree level. The nursery provides funded free early education for two, three and four-year-olds.

What the setting needs to do to improve further

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

- increase opportunities for all children to choose when they spend time in the outdoor area

- strengthen the programme for literacy by extending the range of text available for children to see, particularly for those who speak languages in addition to English at home.

Inspection judgements

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

Staff plan well so each child makes good developmental progress. They base the planning and activities on children's current interests so they review and evaluate it regularly. Staff assess how effective the activities were in engaging and challenging the children so they can adapt them if necessary. Each key person makes sure the next steps are included in the planning for their key children and they are appropriately challenged. Before babies move on from the baby room to the toddler room, staff complete an assessment of their progress so far in the prime areas of learning. They look to see how well they are developing in their communication and language, physical, and personal, social and emotional development. This enables staff to organise any additional support children may be need in any areas they are making less progress than expected for their age. Parents are involved in children's learning from the start. They share with nursery staff what they know of the children's abilities, likes and interests so staff can plan for them. Parents can see children's individual learning journals whenever they choose to see the progress they

are making and what they can do to support their learning at home.

Staff interact well with children and talk to them continually. They commentate on what they are doing to reinforce the learning and introduce new words such as 'floating' and 'petals'. They ask children questions that encourage them to think and make decisions such as 'could we try it this way?' Children enjoy listening to staff read stories and older children join in with familiar text passages. They ask questions of the reader to help understand the story, such as 'why is he running away?' Staff help the babies to engage with stories and songs by using fun voices and props. Babies sit smiling and concentrate really well on the appropriately short books that introduce them to the joys of reading. However, there is little text for children to see that reflects the many different languages some children hear spoken at home so they become familiar with it in the setting and feel included. Staff are supportive and take interest in what children are doing; they take the opportunity to challenge children. For example when children are constructing a birthday cake with prickly bricks, staff talk about the positioning of the bricks and comment 'look, you have 4' as they count the candles together.

Children are confident using the computer and can open and close game programmes with ease and staff are always nearby if they need help. Staff take children outside to play everyday and provide the same learning opportunities as inside. However, children go outside at set times each morning and afternoon so their time outside is restricted. This does not support those children who particularly enjoy spending time outside and prefer to be active. Children learn a great deal about the environment as they learn to recycle, grow their own vegetable crops and compost the waste. Staff encourage children to save energy by turning off taps and collect rain water in a water butt. Staff regularly take children out 'litter picking' in the community so they learn to be responsible. They have a 'woodland area' within the garden which they use in the same way they use the indoors. They construct and create using the natural resources such as twigs, and learn to take safe risks in a controlled environment.

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

Children are helped to settle in the nursery by the key member of staff assigned to them. All staff working with each age group of children get to know them well so children always feel safe, supported and confident. 'Settling bags' are given to new children to take home so they can look at the photographs included with their families. They can talk about the children playing with all the interesting activities to encourage them to want to stay. The key person for each child regularly takes them to visit the next room they will move on to as they are growing up. They help them to become familiar with the change in environment, friends and staff so the transition is easy for them. Staff help children prepare for the move on to school with lots of discussion while looking at books about the local school. They make sure children can manage most things independently, such as toileting and dressing. The good support from staff and their engagement in what children are doing means children behave well. Because they are busy and interested in the activities there are few altercations. Children make good friendships and are sociable and polite. They are able to be independent and feel responsible as the nursery is a safe place

for them to be.

Staff encourage children to try things for themselves and find out how to do things safely. For example in the woodland area, children can climb and build without coming to harm. Within the nursery there are procedures in place for children's safety, such as gates across doors and stairs. Staff have defined procedures for accompanying children around the nursery, such as one member of staff walking at the front of the line of children to lead the way and another at the rear to make sure no-one is left behind. Staff complete weekly and monthly risk assessments and safety checks of their environment and resources. They remove any damaged items or hazards to minimise risks to children. Time spent outside every day enables children to be active and benefit from the fresh, sea air. They learn about the environment and go to visit local allotments to talk about the food they are growing. Children eat freshly prepared food every day and mealtimes are sociable. Staff encourage them to eat and talk about the food. Babies are encouraged to try to feed themselves and enjoy their food. They have ample space to move around and develop their growing physical skills. For example they pull themselves up to stand at strategically placed apparatus near the window. They delight in seeing older siblings outside in the garden and squeal happily as they wave and blow kisses to each other. Staff are alert, ready to support them if they forget to hold on in their excitement.

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

The nursery is a safe place for children where management and staff understand and implement the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage effectively. The 'safeguarding children coordinator' is responsible for taking action to protect children when staff have concerns about their welfare. Staff know what the policy says they must do to protect children and they can describe signs and symptoms that might indicate children at risk. Management and staff conduct regular safety checks and risk assessments of the equipment and premises so they can minimise possible hazards. The inspection took place following notification of an accident to a child who fell over in the nursery on the way to the garden. The inspection found that staff were supervising the children at the time and took full responsibility for the child's first aid treatment, informing the parents and the relevant authorities. The manager immediately reviewed the area for possible causes such as hazards and reviewed the risk assessments. The manager routinely reviews accident records to identify any problem areas to make sure risks are eliminated.

Senior staff and management regularly review the planning to ensure it is effective in meeting each child's learning and development needs. They check that all areas of learning are included and there is sufficient challenge for each child to make good progress through a broad range of experiences. Everyone at the nursery is included in the process of evaluating the nursery overall. Parents and children are given questionnaires to complete with their views and staff can express their opinions during staff meetings. Regular appraisals and individual supervision sessions for each member of staff enables them to review their own practice. Together they identify suitable training needs so each

member of staff continues their professional development and subsequently improves the outcomes for children. The staff team are experienced and qualified to a good level and all have completed first aid training to manage children's accidents appropriately. Management have a positive attitude to improving practice, which is demonstrated well by addressing recommendations set at each inspection. They strive to be an environmentally friendly provision and are active with local people in the community. Management and staff understand and value partnership working and have good relationships with parents who raise few concerns.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	113417
Local authority	West Sussex
Inspection number	950118
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	91
Name of provider	The Castle Day Nursery Limited
Date of previous inspection	24/04/2009
Telephone number	01903 234679

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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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