

Castle Nursery

8 Priory Road, KENILWORTH, CV8 1LL

Inspection date

Previous inspection date

30/04/2014

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

- Teaching is good. Staff fully understand how to promote children's learning across the seven areas of learning and have high expectations for their achievements. Consequently, children progress very well.
- Secure relationships develop between staff, children and parents, which effectively supports the transition from home so children feel relaxed and happy to be at the nursery. Detailed information gathered from parents during this time enables staff to effectively provide care that meets children's needs and they feel secure.
- Good systems for communication are in place and parents receive clear and concise information each day about their child's day, their learning and the activities they have enjoyed. As a result, parents are kept fully informed of the care provided and their progress with regard to their early education.
- Leadership within the nursery is good. Managers effectively evaluate the provision, taking account of the views of parents and staff. This enables them to identify areas of particular strength and areas to improve the service for children and families.

It is not yet outstanding because

- Children do not have the opportunity to develop their understanding of different languages and to see their home language in written form, as labels within the setting are only in English.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to staff and children present and observed activities taking place both indoors and outdoors.
- The inspector looked around the premises and discussed aspects of safety.
- The inspector looked at documentation, policies and children's learning journals and checked staffs' qualifications and suitability.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the service provided.

Inspector

Tracey Boland

Full report

Information about the setting

Castle Nursery was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is managed by the Castle Nursery company. It operates from purpose-built premises in Kenilworth, Warwickshire where children are cared for in four rooms. There is an enclosed area available for outdoor play. The nursery is open from 7.45am until 6pm all year round with the exception of bank holidays. Children attend for a variety of sessions. There are currently 76 children attending who are in the early years age group. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 15 members of staff. Of these, three hold appropriate early years qualifications at level 3, including two with Qualified Teacher Status and three with Early Years Professional Status. Eight staff have appropriate early years qualifications at level 2 and two hold qualifications at level 4. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop their understanding of different languages and to see their home languages, for example, by displaying them within the nursery.

Inspection judgements

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

Children make very good progress in their learning and development taking into account their starting points, which are gained from parents at the start of their child's placement. Strong relationships between staff and parents ensure they work cohesively throughout their child's time at the nursery. Clear and concise information gained from parents enables staff to support children's early learning and continually make good progress. Informative observations of children involved in play enable staff to plan extremely well for their individual learning needs. Photographs reflect children engaged in play, supporting the observations undertaken by staff and are included in each child's learning journal. Strong relationships with key persons in their lives successfully help children to make good progress in line with their interests. Staff have a good knowledge and understanding of how children learn and progress and support children through a wide range of interesting and challenging activities across the seven areas of learning. As a result, children gain confidence and skills that prepare them extremely well for the move to pre-school and school when the time comes. Children engage in adult-led and child-initiated activities according to their age and abilities and children of all ages are actively encouraged to self-select the resources of their choice. Parents' involvement in their child's

learning and contribution to their child's progress check and ongoing assessments is strengthened as they share what they have observed their child involved in at home. This successfully nurtures partnerships between staff and parents and has a positive impact on children's learning. Staff continually encourage children's language skills, skilfully asking open-ended questions to extend children's thought processes and compound what they already know. For example, when playing simple board games, staff encourage children to identify the insects involved and their colours, asking questions to extend the comments children have made. They talk about how they will construct the game, talk about positional language as the children add the insects in either the high or low slots and they count how many they can see. This encourages children to become confident communicators and develop problem-solving skills.

Children benefit from plenty of fresh air and exercise each day and enjoy a wide variety of activities both indoors and outdoors as staff extend children's learning in both areas. Labels and pictures are displayed enabling children to recall past events and continually enhance their understanding that print carries meaning. Children learn about the wider world as they share photographs of the special people in their lives and talk about where their families live around the world. Children are actively involved in learning about, and celebrating, a variety of cultural events throughout the year and enjoy foods from around the world through the weekly menu. Resources reflect positive images of the wider world and the diverse community, for example, through books, pictures, role play, small world figures and dolls. Staff gain key words from parents to enable them to communicate more effectively with children who speak English as an additional language. However, although labels are used within the environment, they are only in English so children do not have the opportunity to see their home language to extend their feeling of inclusion and value.

Children of all ages develop their understanding of technology through a wide range of resources. Electronic toys encourage children to press buttons, lift flaps and turn knobs to gain a response, such as music or animal sounds. The nursery is currently developing programmable remote controlled resources to extend their understanding further. Babies and young children explore many textures, such as gloop, sand and water. This encourages them to make marks, which are a prelude in developing their early writing skills and enhances their sensory skills. Children use a variety of brushes, sponges and their hands and fingers enabling them to experience different textures. Children develop their numeracy skills through games, action songs and rhymes. Resources support this further. For example, when singing a song about a group of frogs, staff display numbers to reflect how many frogs are included, which encourages children's recognition of numbers and small figures enable children to be actively involved in removing one each time they jump into the pond, encouraging simple subtraction.

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

Children are happy, relaxed and thrive in this exciting, interesting and vibrant environment and excellent relationships have formed between staff, children and parents. Children's confidence and self-esteem is continually nurtured through the praise and encouragement they receive, which makes them feel good about what they do. Staff place great emphasis on positive behaviour with children and clear rules are in place within nursery and

displayed as a reminder for children, who learn the importance of sharing, taking turns and being kind to each other. Staff encourage children as they begin to learn how to negotiate through play while providing support. Children's independence is encouraged superbly throughout the day. Toddler-aged children and upwards are encouraged to become independent with their personal care, for example, changing from their indoor shoes and getting their coats on for outdoor play and through helping themselves, with support as needed, to serve their own meals. Children play in a vibrant, exciting environment where their artwork is displayed, encouraging them to share their achievements with parents. The well-organised rooms encourage children to choose from a wide variety of toys and resources, stored at a low level in labelled boxes or on shelves so that even the babies make choices with regard to their play. This continually extends their learning as they make informed decisions about their play.

Staff demonstrate an excellent understanding of each child's individual needs, routines and interests. Their medical and additional needs are very well known and strong partnerships between parents and other professionals involved in children's lives ensures consistency of care at all times. Clear recording and the swift action taken by staff to deal with minor accidents ensures children's well-being is maintained. Most staff hold valid first aid certificates so are fully aware of appropriate action to take at this time and medical records are shared each day with parents keeping them fully informed of their child's health and well-being. Management monitor accidents to ensure there are no reoccurring issues that need to be addressed. Staff talk to children about keeping themselves safe, for example, taking care when using the large climbing apparatus in the garden. Children become aware of the fire evacuation procedure, which is practised regularly so they understand the importance of leaving the nursery safely and swiftly in an emergency. All are recorded and evaluated when practised to ensure the procedure remains suitable and children and staff remain safe. Priority is given to helping children settle into the nursery and form strong bonds of attachment with their key person. This helps children and parents build a sense of security during the transition from home to the nursery. Excellent routines for gaining information from parents at this time ensure staff are fully conversant with their child's needs and routines. Each child is assigned a key person and parents reflect their child's needs and current stage of development, which are recorded on an 'all about me' form. This enables staff to successfully reflect children's backgrounds and interests at the nursery. This makes any change less daunting. Staff are kind, caring and reassuring, which results in babies' and children's confidence continually growing and they are well prepared for what happens next. Staff support children's transition through the nursery at all times. As children grow they spend time getting to know new staff who will care for them as they move rooms according to their ages and abilities. Effective handover systems ensure children's progress and their ongoing development is continually known by staff, which supports children's feeling of security.

Children's health and well-being is continually nurtured through the superb variety of freshly prepared, nutritious foods provided by the nursery each day, which take account of their individual dietary needs and preferences. Robust routines for the preparation of foods ensure children do not come into contact with any foods that are unsuitable for them. Meal times are very social occasions where staff and children chat about their day and the activities they have enjoyed. Children are supported extremely well by staff as they begin to develop their self-help skills with regard to food, serving themselves and

making choices. Staff place great emphasis on helping children to become independent and confident in their own personal care routines. Pictures remind children of the importance of washing their hands at appropriate times throughout the day and getting themselves dressed for outdoor play. This prepares them extremely well for the transition to pre-school. Staff place great importance on the emotional needs of the babies and their individual needs are met sensitively throughout the day. For example, nappy changing routines and toileting needs ensure their comfort is maintained throughout the day. Staff inform babies when they are going to change their nappies, which prepares them for the change in routine. Sleep routines are followed and staff monitor babies and children as they sleep so their safety and comfort is assured. This ensures their comfort and well-being is maintained throughout the day. Children benefit from plenty of fresh air each day as they spend time outdoors extending their learning further. They learn the importance of exercise on their bodies as they climb, run and jump using a wide variety of excellently maintained resources. Additional warm clothing is provided so all children are able to play outdoors regardless of the weather, gaining the most from the play opportunities available to them. Resources are of a very high quality and effectively support all areas of learning for all children who engage in stimulating, challenging activities that continually encourage their independence. As a result, they become capable, confident learners.

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

Management and staff demonstrate a secure understanding of their role and responsibility with regard to safeguarding children in their care, protecting them from abuse and neglect. Their understanding of the appropriate action to take following any concerns or allegations made against a member of staff is secure. All required checks are completed to ensure staff are safe and suitable to be in the proximity of the children, which ensures children's safety at all times. Comprehensive written policies and procedures are shared with parents which reflect the ethos of care. Requirements with regard to staff qualifications are met and children are supervised well throughout the day as staff to child ratios are maintained. Staff continually develop their knowledge of the learning and development requirements and they implement any changes appropriately. Monitoring of the educational programmes and the quality of care is good. Management and peer-on-peer observations have been introduced and observations of the children and staff assessments ensure children's individual learning needs are correctly identified and planned for. Consequently, children progress well across all areas of learning.

Robust recruitment and selection processes ensure all staff working with children are safe and suitable to do so. The staff team have a wide knowledge of childcare and hold appropriate early years qualifications. Individual appraisals and supervisions are used effectively to support staff in their continual ongoing professional development. Training is an important part of the nursery's natural progression. New skills and information gained from training is cascaded to the rest of the staff team to ensure consistency of care and good practice throughout the nursery. Effective partnerships with local schools and other professionals involved in a child's life have been formed and strong communication maintains good partnerships and enables staff to continually plan for children's individual needs in order for them to progress well. As a result, children's needs, including those

with special educational needs and/or disabilities are known very well so they feel valued and included. Clear and concise written risk assessments identify any potential risks to children and the action taken to minimise them. Staff are vigilant with regard to the safety of children and their families and ensure that all areas of the nursery are safe and suitable. Good levels of security within the nursery and outdoors are maintained and access to the nursery is only via a member of staff. Identification of all visitors is sought and a record is maintained. Consequently, children remain safe.

Effective systems are in place to enable management and staff to continually monitor the service they provide. The views of parents and carers using the service are sought and staff reflect on their own practice, which enables them to clearly identify areas of particular strength and areas for development. The nursery is continually developing the outdoor learning environment for children to extend their learning throughout the day and is focussing on everyday objects and natural materials to enhance play for all children. Parents are made aware of any changes that have been identified as part of the self-evaluation process, through verbal discussion and the nursery newsletter. Consequently, they are informed and fully involved in any changes to the environment or service they receive. Parents are delighted with the care provided by the nursery and speak highly of the time afforded them by staff informing them about their child's day, learning and progress. Their recommendations to family and friends about the nursery reflect their delight in the service they receive.

The Childcare Register

The requirements for the compulsory 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	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	EY469180
Local authority	Warwickshire
Inspection number	942834
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	76
Name of provider	Castle Nursery Kenilworth Ltd
Date of previous inspection	not applicable
Telephone number	01926851821

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Store St
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M1 2WD

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