

Castledyke Day Nursery @ Barton Children's Centre

Castledyke West, Barton-on-Humber, North Lincolnshire, DN18 5AW

Inspection date	11/09/2014
Previous inspection date	18/05/2011

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		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff interact with children as they play. They sit down at children's level which encourages communication.
- The manager has a positive attitude to self-evaluation and seeks to drive improvement through the continuous professional development of the staff team.
- Parents feel fully included in the nursery. Relationships with their child's key person ensures an ongoing exchange of information, which supports consistency for children.
- Staff demonstrate a secure knowledge of safeguarding procedures which protects children's welfare.

It is not yet good because

- The management team are not clear about their roles and responsibilities in informing Ofsted when there are changes to directors, or a new manager, which may affect the welfare of the children.
- Assessments of children's progress are not fully effective. Therefore, planning and teaching are not consistently extending children's learning.
- There are fewer opportunities for older and more able children to extend their skills in linking letters and sounds, and for babies to develop their physical skills.

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 viewed samples of documentation, including evidence of suitability checks carried out on staff, staff qualifications, the nursery's self-evaluation form, and assessments of children's learning and development.
- The inspector observed teaching, learning and care practices in the playroom and garden.
- The inspector and manager undertook a joint observation of teaching practice and discussed this.
- The inspector took account of the views of parents who were spoken to on the day of inspection.
- The inspector spoke with children and staff during the inspection and held a meeting with the manager to discuss the leadership and management of the setting

Inspector

Elisabeth Wright

Full report

Information about the setting

Castledyke Day Nursery @ Barton Children's Centre was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is situated in purpose built accommodation within the Children's Centre in the grounds of Castledyke Primary School in Barton, North Lincolnshire. It is privately managed and serves the local area. It operates from a ground floor room and there is an enclosed area available for outdoor play. The nursery also has use the community room and associated areas. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 56 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 children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve understanding of the role and responsibilities of the provider in ensuring that Ofsted is notified of changes in the governing body
- improve the regularity and accuracy of assessments made on children's progress, to make sure that children are challenged appropriately and helped to move on to the next stage in their learning

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

- increase opportunities for babies to develop their emerging physical skills by reviewing the layout and use of space both indoors and outside
- extend opportunities for older and more able children to develop their literacy skills in linking letters and sounds.

Inspection judgements

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

Children benefit from a welcoming and stimulating environment, which provides them with a range of resources that support their learning through play. Most children have free

choice between indoor and outdoor play areas during the day. This promotes their physical skills well as they run, climb and explore in the garden as well as enjoying a good amount of space indoors. However, babies have fewer opportunities to access the outdoor area and there is less space in the babies' indoor area, for more mobile babies to develop their crawling and walking. Children are supported by staff who interact enthusiastically and begin to extend their learning through play. For example, when children become fascinated in how syringes squirt water, a member of staff draws a target on the wall for them to aim at. This promotes their coordination and prolongs their interest in the activity. Another member of staff encourages children to play with farm animals to practice their early mathematic skills. Children begin to notice similarities as they categorises which animals are horses and then count them. Staff sit at the children's level and take time to listen to them, which supports their developing communication and language skills. The teaching skills that staff demonstrate through this spontaneous interaction ensures that all children make steady progress. Consequently, children develop the basic skills that will support their future move onto school.

Staff make ongoing observations and assessments of children's achievements, which provides them with a broad understanding of each child's progress. However, this is not regular or precise enough to ensure planned activities are well-targeted to children's individual needs. For example, children have some opportunities to develop early reading. They identify their own names on labels and staff introduce phonic sounds when writing with chalk in the garden. However, this is not extended by planning for older and more able children. They are not encouraged to begin linking letters and sounds consistently and develop their skills through planned activities. Therefore, children are not challenged to their full ability.

Staff are proactive in seeking information from parents about their child's learning and development. Starting points are established when a child first starts at the nursery, through discussion and early observation. Parents appreciate the time staff take to tell them what their child has achieved. This enables them to continue and support learning at home, which provides some consistency for children's learning. Children's development files are readily available to parents, who can add their own comments and observations. Children who have special educational needs and/or disabilities are supported effectively through established links with parents and other professionals. Effective strategies are used to support the language development of children who speak English as an additional language. Key words in the child's home language are gathered from parents, which means the child can hear their home language spoken and valued in the nursery. They are confident to use home language words, which staff carefully write down to ask parents for their meaning. Consequently, children make good progress in their acquisition of English.

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

Children benefit from the high emphasis the nursery places on building strong relationships with them and their families. Staff are knowledgeable about the importance of children's security and recognise that feelings of well-being are a necessary foundation for their learning and development. Children are happy and settled in the nursery. They

generally move about freely, choosing their play and resources with confidence and a sense of belonging. Children who are new to the nursery, or who attend for shorter sessions, settle quickly and easily. This is because key persons make sure that they spend time with new children on a one to one basis, which gives them consistency. Babies are held when feeding from bottles, which enables them to snuggle up to the member of staff. Older babies enjoy joining with other children for lunch. They benefit from the social experience of being in a larger group and the role modelling of the older children's social skills. Children develop good levels of emotional strength, which supports them well for changes in their life, such as their future move onto school.

Behaviour in the nursery is good. Staff support children to understand the effects of their behaviour on others. When children disagree over a toy, a member of staff helps them negotiate a solution for taking turns. Children are calm and able to think this through because staff also remain calm and take time to listen. Throughout the day, children demonstrate good social skills as they play together and share ideas. Children learn how to keep themselves safe through consistent explanations. For example, staff remind children riding bikes down the hill to be careful of other children. This means they are able to take risks within a safe environment.

Children in the older two groups particularly benefit from constant access to fresh air and exercise. They have free access to drinking water from their bottles throughout the day. This helps them to recognise their own needs and meet these with growing independence. A flexible system for snack time enables children to make choices about when they need to eat and rest. Consequently, they develop their understanding of self-care and independence. This is reinforced at lunch time when they serve their own food and enjoy a lovely, social time together. Staff support them well, sitting at the tables with them and discussing the healthy food options. Children develop a good understanding of hygiene through established routines and explanations. Staff remind children when washing their hands for snack, to get the soap between their fingers. Children enjoy squeezing the soap to make bubbles and take time to enjoy the experience, which ensures their hands are thoroughly clean.

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

At the inspection it was found that the provider had not notified Ofsted of the change of directors, nominated person and the manager within the prescribed time period. This is an offence and represented a breach of the legal requirements for both the Early Years Register and the compulsory part of the Childcare Register. It also demonstrates a weakness in the efficiency of leadership and management, with regard to their knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The leadership and management team took prompt action to rectify this as soon as they became aware of this shortfall, and consequently, the legal requirements are now met. All directors and staff have checks on their suitability in place, which minimises the impact on children's welfare. Staff demonstrate a secure understanding of how to proceed if they have child protection concerns. A thorough recruitment and induction programme ensures that all staff, including those who are very

new to the nursery, have a clear understanding of the policies and procedures they must follow. New members of staff are provided with a mentor to guide them through the induction period, which ensures they gain suitable skills and knowledge.

Children's safety is generally promoted well through effective systems and practice. Daily checks on the environment are carried out, in line with the written risk assessment of the premises and activities. This ensures that children can play freely and safely. Almost all staff have appropriate first-aid qualifications, which means children receive prompt and appropriate support if they have an accident. All required records, policies and documentation are kept securely and are available for inspection. The manager has a suitable understanding of the learning and development requirements. She oversees the educational programmes to ensure a balance of child-initiated and adult-led activity. However, her monitoring of children's progress is not sufficient to ensure that all children are provided with enough challenge.

The manager has implemented a system for monitoring and evaluating the nursery. She is aware of the strengths and weaknesses of the provision and is implementing an improvement plan. This has had some success, for example, in improving the quality of teaching through staffs' interactions with children's own play. The management team have established links with the Children's Centre and the foundation unit of the host school to support improvements in the educational programme. They also seek and welcome support from the local authority. The manager is focusing on providing good opportunities for staff to extend their skills through training. She has made links with a provider locally, where outstanding practice ideas can be shared through visits. The views of staff and parents are fully included in the monitoring and evaluation process. Parents state that they feel they are encouraged to share their views through informal discussions and the open-door policy. They are happy with the service provided and appreciate the friendly, flexible approach of the nursery.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY332384
Local authority	North Lincolnshire
Inspection number	873272
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	56
Name of provider	Castledyke Limited
Date of previous inspection	18/05/2011
Telephone number	01652 637766

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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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