

Casterton Childcare Centre



Casterton Business College, Ryhall Road, Great Casterton, Stamford, Lincolnshire, PE9 4AT

Inspection date 20 February 2015
Previous inspection date Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children benefit from outstanding teaching strategies employed by adults who tailor activities to their individual learning styles and needs. As a result, children are excited, curious and highly motivated.
- The stimulating, sociable environment and adults timely interactions encourage children's rapidly developing communication and language skills. Children soak up new words and use them in their play, embedding their learning in meaningful ways. For example, in their hairdressing salon they learn a variety of words describing hairstyles and products.
- Babies and young children are offered warm, affectionate care, enabling them to form secure emotional attachments with adults caring for them. Throughout the nursery children demonstrate a real sense of belonging and visibly flourish.
- Children relish the many opportunities they have to develop their emerging independence as they prepare their own sandwiches at snack time, change into indoor and outdoor shoes and learn to compost and recycle gaining useful skills for later life.
- Farsighted leadership and management of the nursery has resulted in extensive improvements to practice and children's experiences during their time at the nursery.
- Children's safety and welfare are prioritised as the nursery ensures all practitioners are trained in child protection and safeguarding and are vigilant in their oversight of children's ongoing well-being.
- Children learn the value of fresh air and exercise as they run through the bushes, roll down the slope and stir their mud pie 'witches' soup' with large wooden spoons.

What the setting needs to do to improve further

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

- enhance children's outstanding learning and experiences by incorporating the newly added outside area into the overall design of the already excellent outside learning environment.

Inspection activities

- The inspector observed activities in the nursery and talked with adults working there.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of adults, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day.
- The inspector reviewed the provider's self-evaluation evidence.

Inspector

Deborah Hunt

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Children make exceptional progress in their learning and development through highly effective teaching and superbly stimulating, individually tailored activities. Excellent foundations are laid for their future learning as their personal, social, physical and communication skills are prioritised. Children exude confidence in their interactions with adults and their peers. They speak out and share their ideas, both as a group and individually, as they discuss weight and measure. They competently predict that 'sand is heavier than feathers' and discover which child is the 'tallest' and 'shortest'. Babies and very young children flourish through the sensitive, nurturing care they receive. They delight in exploring red jelly with their hands and mouths and choose to add their favourite farm animals. Children become engrossed as they search for dinosaurs in the cave, engaging in role play with a trusted adult. Younger children become deeply involved as they create their own interpretation of daffodils and spring. Children's learning is consolidated and their progress assured through the use of precise assessments. They develop curiosity and positive learning dispositions, ensuring their readiness for school.

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

The individual needs of every child are uppermost in adults' considerations. Children feel valued, respected and develop a true sense of belonging. The relaxed, friendly exchange of information with parents each day ensures adults are fully aware of any specific needs. This enables them to respond readily to any changes. Children settle easily because settling-in procedures are personalised and they are allowed to explore at their own pace. The highly effective key-person system and small size of the nursery mean children know all those caring for them very well. Children clearly demonstrate excellent interpersonal skills and self-esteem. Throughout the nursery, they freely select their own toys and activities. Children ask searching questions, invite adults to read with them and gleefully tickle one another, giggling as they play. They develop independence skills as they make their own sandwiches at teatime and help prepare activities. As they learn to share and take turns, children build early friendships.

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

The nursery team are highly experienced, qualified and very well established. Visionary leadership and management result in a superbly enthusiastic, motivated team who feel very well supported. They share a vision for continuous improvement, such as of the newly gained additional outside area, and respond promptly to the needs of the children and their families. Robust recruitment and high quality supervision and monitoring lead to excellent practice. Training is actively encouraged and the manager supports adults to keep their knowledge up to date. Insightful delegation of roles demonstrates to adults that their individual skills and interests are valued. Intuitive evaluation of every aspect of practice ensures that children enjoy a memorable early years experience that they will recall in years to come.

Setting details

Unique reference number	260840
Local authority	Rutland
Inspection number	1001296
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	81
Name of provider	Casterton Business & Enterprise College
Date of previous inspection	Not applicable
Telephone number	01780 754780

Casterton Childcare Centre was registered in 1986 and is run by the governors of Casterton and Business Enterprise College. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications, including one who holds a degree in Early Childhood Studies and one who has Early Years Professional status. The nursery opens Monday to Friday, for 51 weeks of the year, from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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