

Castle Nursery at Perryfields

131 Perryfields Road, Bromsgrove, Worcestershire, B61 8TH



Inspection date

Previous inspection date

27 May 2015

17 February 2009

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|--|-------------------------|--------------------|----------|
| | 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

- Staff have a precise knowledge of each child's abilities and learning and development needs as a result of their thorough observations and assessments. They expertly use this information and suggestions from parents and other professionals about children's learning to plan exciting, relevant activities that promote children's outstanding progress.
- Children thoroughly enjoy learning as a result of the staff's inspirational teaching. They skilfully engage with children, making excellent use of a wealth of resources to ensure children's learning is both joyful and appropriately challenging.
- Babies and children flourish in the welcoming, safe and vibrant surroundings. Staff are extremely attentive and kind, sensitively helping children to settle and grow in confidence. They conscientiously and calmly promote babies' and children's comfort and good health during very well-managed routines.
- Children are fully safeguarded. The providers and staff follow a thorough programme of safeguarding training and good practice sessions. They have an in-depth knowledge of signs of abuse and of the procedures to follow if they have concerns about a child. The providers and staff are vigilant and professional as they work with other agencies and carers to protect vulnerable children.
- Excellent partnerships and information sharing with parents ensure children's care and learning needs are fully understood and met. Staff highly value and follow up parents' views about their children's interests, abilities and achievements. Parents really appreciate the staff's comprehensive feedback about their children's progress and suggestions for activities to follow up at home.

What the setting needs to do to improve further

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

- extend children's use of the nursery's new information and communication technology equipment to involve them more in finding out about new things and to record their activities and work.

Inspection activities

- The inspector observed activities in the three indoor play areas and in the outside play areas. She carried out three joint observations with the one of the providers, who is also the manager.
- The inspector spoke to members of staff and children at appropriate times. She held meetings with the providers and senior members of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at and discussed the providers' self-evaluation form and plans for improvement.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. She also looked at a range of other documentation, including policies and procedures.

Inspector

Rachel Wyatt

Inspection findings

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

Staff expertly promote children's learning so they are very well prepared for school. They enthuse babies and children, who eagerly join in activities. Staff adeptly foster children's attentive listening, turn taking and appreciation of each other's achievements. Children are extremely articulate, confidently expressing ideas and using language for thinking. They skilfully recognise letters and sounds and practise their early writing. Children adeptly use numbers for counting and problem solving when they decide how many plates and cups are needed at snack time. Babies and children relish exploring, investigating and creating using a wealth of interesting materials. Staff ensure children have many first-hand experiences of changes to the natural world. They observe life cycles of frogs and butterflies, often visit a local farm and take part in woodland walks. Although children often take photographs of activities, they are not regularly using the nursery's new information technology equipment to enhance their learning and record their findings.

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

Babies and children have a wonderful time at nursery. They are very well cared for by staff who conscientiously follow comprehensive information regularly obtained from parents about their routines and health. Staff skilfully reassure children, promoting their confidence when they start and when they move within the nursery. They expertly foster children's independence, positive relationships and excellent behaviour. When children start school, they confidently mix with other children, clearly express their needs, readily follow staff's requests and competently manage their personal care. Staff adeptly foster babies' and children's understanding about being healthy. Children learn about good hand washing routines and make healthy choices about what to eat and drink. All children relish being physically active and playing outdoors. Staff skilfully help babies and toddlers to become increasingly mobile and to move and balance with control. Older children safely use apparatus and manage risks as they take part in more challenging physical activities.

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

The providers and staff are extremely passionate about offering children the best quality care and education. They carefully monitor the quality and impact of all aspects of the nursery's provision and make timely, relevant improvements. The providers and staff thoroughly check children's development and the impact of teaching, activities and resources on their progress. Any gaps in children's learning or the educational programme are promptly addressed. For instance, improvements to resources and facilities outdoors have enhanced children's physical play, exploration and discovery. Thorough recruitment, staff performance and development procedures ensure all staff are well qualified and very competent. Their teaching and care are outstanding. Exemplary relationships with other agencies ensure exceptionally well-targeted support for children with developmental delay or specific health needs. Well-established links with schools and other settings ensure consistency and continuity for children starting school or attending another setting.

Setting details

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| Unique reference number | EY290021 |
| Local authority | Worcestershire |
| Inspection number | 848752 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 42 |
| Number of children on roll | 90 |
| Name of provider | Castle Nursery Ltd |
| Date of previous inspection | 17 February 2009 |
| Telephone number | 01527871006 |

Castle Nursery at Perryfields was registered in 2004. It is part of a local chain of privately owned daycare settings. The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications to at least level 2 or 3, including two staff who have a Foundation Degree in Early Years. The nursery opens from Monday to Friday all year round, except for bank holidays and the Christmas period. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Support is provided for children with special educational needs and/or disabilities.

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