

Castledyke Day Nursery @ Barton Children's Centre



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

Inspection date

26 August 2015

Previous inspection date

11 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- All of the staff team access relevant training and professional support and are highly qualified or working towards higher qualifications. As a result the quality of teaching is good and children are progressing well in readiness for school.
- Babies and children are meaningfully supported to settle into nursery. Parents particularly value the home visit from their key person to help staff learn about the child's needs, interests and routines at home. Parents accompany their child on visits and children are happy and settled as a result.
- Staff support children well to develop their confidence and independence. They are learning how to share and take turns and as a result behave well and are forming friendships.
- Strong partnership working with other professionals ensures that children in need of additional support are quickly identified. Relevant strategies are immediately put in place to promote their learning and development.

It is not yet outstanding because:

- On occasion, staff do not make the most of opportunities to promote the learning and development of children. For example, encouraging children to think for themselves through effective questioning and engaging with all children when they show interest in a particular activity.
- Not all parents are fully engaged in their child's learning and development. Some do not take up all the opportunities available to them to discuss their child so staff and parents fully understand how to best support children's progress.

What the setting needs to do to improve further

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

- enable all staff to recognise every opportunity to support and challenge children's learning and development, to further help them catch up quickly and make the best possible progress
- Support more parents to regularly meet and discuss their child with key staff so all have an even greater understanding of what the children know, enjoy and can do and how to best support their progress.

Inspection activities

- The inspector observed a range of activities in each of the rooms as well as the outdoor play area.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the managers of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachael Flesher

Inspection findings

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

Staff ensure all parents share information about their child from the start. Staff make regular checks on children's progress and developing interests and these are monitored by leaders to ensure they are accurate. This information is shared with parents and used to plan a range of activities at nursery that excite and interest the children. Careful monitoring ensures any gaps in children's learning are identified and provision is improved accordingly. Effective communications amongst the staff team are established. This ensures they all understand the key targets for the children and the support they require to help them catch up and make the best progress. On the whole, staff interact well with children and effectively promote their learning and development, particularly their speech and language and personal, social and emotional skills. Staff also make good use of daily routines, such as mealtimes, to teach children and help them master new skills.

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

All staff provide lots of praise and encouragement to children, successfully promoting their confidence and self-esteem. Children have formed strong relationships with the staff and go to them for comfort and cuddles. Staff in the baby room are highly skilled at caring and providing for the needs of babies, ensuring they are happy and settled. Staff provide lots of opportunities for parents to talk to them about their child's care, learning and development, such as parents evenings and daily discussions. However, not all parents access these to fully ensure all children are getting the best support possible, both at nursery and at home. Children play well together and confidently access the well-resourced indoor and outdoor learning environment. They are learning to take safe risks. For example, one child pushes his tricycle down the grassy mound to a point where he feels safe to sit on it and wheels down the rest of the way; another is confident to ride his from the top. Teachers from the primary school work closely with the nursery staff to make sure they know the children well and to help prepare them for school.

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

Children are safe at the nursery as leaders and staff fully understand their roles and responsibilities to safeguard and promote children's welfare. Information and updates are shared and a robust induction programme is in place for new staff. This ensures they remain up to date with the correct policies and procedures. Leaders and staff meet regularly and evaluate the provision to ensure children are making the best progress. Leaders robustly monitor the quality of assessments, teaching and children's learning and progress. Any weaknesses or gaps are quickly identified and tackled. Staff performance at all levels is appropriately challenged and staff are supported to improve; for example being assigned a mentor and accessing training. Leaders and staff work closely with a wide range of professionals, including the local authority and staff from the children's centre and primary school on-site. This has significantly supported the improvements made since the last inspection, and ensures all children get the best possible help.

Setting details

Unique reference number	EY332384
Local authority	North Lincolnshire
Inspection number	1005296
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	33
Number of children on roll	63
Name of provider	Castledyke Limited
Date of previous inspection	11 September 2014
Telephone number	01652 637766

Castledyke Day Nursery @ Barton Children's Centre was registered with Ofsted in 2006. The provision is situated within the children's centre in the grounds of Castledyke Primary School. The nursery employs 12 members of childcare staff. Of these the manager and one other hold a level 6 qualification, two hold a Level 5, six hold a Level 3 and one holds a level 2. The nursery also employs an apprentice who is working towards a level 2. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

