

# Castle View Nursery

108 Colthurst Crescent, London, N4 2FD



## Inspection date

Previous inspection date

9 August 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are happy and show curiosity to explore and play. They make good progress in their learning overall and are well prepared for future education.
- Leaders are passionate and have a strong capacity for continuous improvement. They are reflective and value the feedback of others. For example, they encourage parents to share their views regularly and act quickly on any suggestions.
- Staff are kind towards children and help them to settle quickly. Children form close relationships with their key person and show affection for familiar adults.
- Partnerships with parents are strong. Parents speak incredibly favourably about the staff. There are many opportunities for parents to share children's experiences from home and this helps to maintain consistency in care and teaching.
- Staff support children who have special educational needs well and plan effectively for their learning and development. They act promptly to offer support and seek advice to help children reach their next stage of learning.
- Staff help children understand the benefits of living a healthy lifestyle. For example, they provide a broad and balanced menu and teach children about healthy foods.

### It is not yet outstanding because:

- At times, staff miss opportunities to support children to express their views and opinions and gain the confidence to speak out in group situations.
- Leaders are at an early stage in reviewing arrangements to monitor children's overall progress, to ensure all areas of children's learning are reflected on regularly and equally. Although they have identified the need to refine this system further, changes are not fully embedded.

## What the setting needs to do to improve further

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

- extend the opportunities for children to develop confidence to share their views and opinions in front of others
- refine further the arrangements for monitoring children's overall progress to help identify and address any gaps in learning as precisely and promptly as possible.

### Inspection activities

- The inspector observed staff's teaching practice and children's learning experiences, indoors and outdoors.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's learning records, staff observations and planning, and a range of policies and documentation, such as the suitability of staff, and the setting's safeguarding procedures.

### Inspector

Shana Laffy

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure all staff have a confident understanding of their role and responsibility in child protection and implement a range of procedures to keep children safe. Leaders offer staff support and create an effective team atmosphere. Staff have access to ongoing professional development to enhance their skills. For example, staff have attended training on autism and undertaken courses on how to use sign language to communicate. This has enabled them to better support children's individual needs and learning. Leaders use self-evaluation successfully to monitor their setting and offer a high-quality service for the children and their families. Staff make effective links with other professionals and support children. For example, when children are moving on to school or a new setting, staff take children to visit so they know what to expect, which helps them feel secure.

### Quality of teaching, learning and assessment is good

Experienced and enthusiastic staff communicate effectively with children and promote their language and literacy skills well. For example, staff model speech clearly and use questions well to extend children's ideas during play. Staff plan a broad range of interesting activities, and children are keen to join in. For example, children enjoy using rice and glitter with spoons and cups to develop their creativity and early understanding of weight and capacity. Staff support children's learning inside and outside, and children develop their physical skills well. For example, staff plan challenging climbing activities, where children gain confidence balancing and negotiating obstacles. Staff make some relevant observations of children's skills, which they share with parents.

### Personal development, behaviour and welfare are good

Children gain a sense of belonging in this welcoming environment. They develop strong connections to their peers and show they feel part of their nursery community. For example, during group time children are excited to join in with the attendance register, as they tell staff who is there that day or who is on holiday. Children have age-appropriate opportunities to try things for themselves. For example, older children help to set up for lunch and help to tidy away. Children have a voice in the setting and are encouraged to take ownership of their own learning. For example, staff let children plan decorations for the class party and decide where they should go. Children behave well and show care for others. They take turns maturely with one another. Staff have robust risk assessment procedures and ensure the setting is safe.

### Outcomes for children are good

Children actively explore their environment. Older children gain good early writing skills and enjoy writing for a purpose during their pretend play. Younger children develop their senses as they explore sand and malleable materials. Children develop their understanding of the world as they talk about and discuss how to care for their pet hamster. Children make good progress and gain many skills they need for school.

## Setting details

<b>Unique reference number</b>	EY489631
<b>Local authority</b>	Hackney
<b>Inspection number</b>	1021182
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	The Boiler House Community Space
<b>Registered person unique reference number</b>	RP534624
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02088091832

Castle View Nursery registered in 2015. This nursery is situated in Haringey, London. The provider employs five members of childcare staff. Of these, four hold appropriate early years qualifications from level 2 to level 6. The nursery opens Monday to Friday, 8am until 6pm, for 48 weeks of the year. The nursery receives funding for the provision of free early education for two-, three- and four-year old children.

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