

# Castle Top Private Day Nursery

Castle Top Buildings, Manchester Road, Mossley OL5 9BL



<b>Inspection date</b>	8 January 2019
Previous inspection date	15 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

- The long-standing, qualified and experienced staff team is committed and passionate about its role. Staff provide children with a well-resourced and interesting environment and carefully planned activities that capture their interest. Children make good progress in their learning.
- Staff offer support and professional advice to parents to help extend children's learning at home. For example, staff provide well-targeted activities in children's 'home link' books to share at home. This contributes to the good progress children make.
- Staff have high expectations of children's behaviour. For example, they teach children that 'sharing is caring' and to be kind to each other. Children play cooperatively, and they laugh and giggle together. They behave very well.
- Children develop positive and trusting relationships with the staff who care for them. Staff gather comprehensive information from parents during initial settling-in sessions to gain knowledge of children's individual needs and care routines. Children's needs are well met.
- Teaching is strong in understanding the world. Children learn to care for the environment and living things. For example, they help to look after the nursery's pet rabbit by providing food, water and clean bedding.
- At times, some staff do not consistently challenge older and most-able children's mathematical thinking and knowledge to the highest possible levels.
- While the quality of teaching is good, leaders' monitoring of staff's performance is not highly effective in helping staff to identify how they can raise the quality of their teaching to the highest level possible.
- Although staff routinely monitor the progress made by individual children, systems for checking the progress made by different groups of children, to accurately check on any differences or gaps in learning, 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:

- challenge older and most-able children's mathematical knowledge more consistently, to help extend and deepen their skills and support them to make more rapid progress in this area
- extend the systems that monitor the progress of all children, including different groups of children, to accurately identify and address any noticeable gaps in learning and use the information to raise children's achievements to an even higher level
- focus monitoring systems more precisely on raising the quality of teaching and children's learning experiences to an even higher level.

### Inspection activities

- The inspector had a tour of the nursery. She observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery management team.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's learning records, planning documentation, evidence of the suitability of staff, and a range of other documents, including safeguarding policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from written parental questionnaires.

**Inspector**  
Helen Gaze

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are supported well by the management team and they have a good awareness of the signs that may indicate a child is at risk of harm. They are secure about the procedure to follow if they have any concerns about a child. Managers and staff show a commitment to making continued improvements to the nursery. They seek the views of parents and set clear targets for improvement to benefit children. Managers' regular supervision meetings provide opportunities for staff to discuss their professional development needs and the individual needs of children. All staff are encouraged to continually extend their knowledge and skills. For example, some staff are working towards a recognised early years qualification.

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

Staff make regular and precise observations of children's learning and they use the information well to plan activities that are matched to children's interests. They inform parents of their child's achievements and progress on a regular basis. Children enjoy the learning experiences provided and they are motivated and engaged. Young children have a wealth of opportunities to use their hands and whole bodies to explore and investigate materials, such as shaving foam, sand and water. They become more skilful as they use hand-held tools and resources, refining their physical skills. Older children develop their own sense of risk when playing and exploring. For example, children use wooden hammers with good levels of skill and control. Staff encourage children's communication and language development. For instance, they model words and provide a running commentary on what children are doing.

### Personal development, behaviour and welfare are good

Children benefit from regular opportunities to play outdoors. They show an increasing awareness and confidence as they eagerly explore their environment. They are well supported by staff as they develop confidence in their physical ability and take on new challenges. For example, babies learn to negotiate space well as they pull themselves up to standing on low-level furniture and enjoy refining their early walking skills. Staff promote children's good health and ensure that they follow good hygiene procedures. For example, older children wash and dry their hands before eating and babies are helped to wash their hands with their own personal hand towel. Children thoroughly enjoy home-cooked, healthy and nutritious meals, which contributes to promoting their awareness of the importance of leading a healthy lifestyle.

### Outcomes for children are good

Children make good progress in their learning. All children enjoy opportunities to develop their early literacy skills. They make marks using writing tools, paint, damp sand and foam, and they develop good hand-to-eye coordination. Older children show increasing focus and attention during large-group activities where they are introduced to the sounds that different letters represent. Children are developing the skills needed for the next stage of their learning and for school.

## Setting details

<b>Unique reference number</b>	EY312095
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10060242
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Tiny Treasures Ltd.
<b>Registered person unique reference number</b>	RP903440
<b>Date of previous inspection</b>	15 April 2015
<b>Telephone number</b>	01457 833 322

Castle Top Private Day Nursery registered in 2005. The nursery employs 28 members of childcare staff. Most of these hold appropriate early years qualifications at level 3 and above, or are working towards a qualification. The nursery opens from Monday to Friday, for 51 weeks a year, excluding bank holidays. Sessions are from 7am until 6pm.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

