

# Castle Nursery and Preschool

Guildford Road, Shamley Green, GUILDFORD, Surrey GU5 0RS



<b>Inspection date</b>	30 May 2019
Previous inspection date	13 January 2016

<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

- Children are happy, well settled and have a positive sense of belonging. They form strong attachments to their key person, who knows them, their families and their specific routines well.
- The enthusiastic and well-qualified team provides a vast range of activities that promote children's enjoyment. Children demonstrate high levels of self-confidence and emotional well-being.
- Partnerships with parents are good. Staff give parents regular feedback. They keep them well involved in their children's progress, to support continuity in children's care and learning.
- Leaders are proactive in making positive changes that benefit children. For instance, they use a variety of methods to evaluate the provision, such as quality checks, and seek the views of others to help continuously drive for improvement.
- Children make good progress from their starting points. They have great fun as they learn and delight in joining in with activities.
- Staff do not plan adult-led activities as effectively as they could, to ensure that all children remain interested and engaged.
- During some parts of the day, staff do not make the most of the available space for children to be able to move freely, in order to fully develop their gross motor skills.

## What the setting needs to do to improve further

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

- plan adult-led activities more precisely, to help sustain children's interest to a higher level
- develop the organisation of the environment to ensure that children are given even more opportunities to fully utilise the play spaces available.

### Inspection activities

- The inspector observed the interactions between staff and the children and considered the impact on their learning.
- The inspector spoke to parents and took account of their views.
- The inspector asked the staff questions throughout the inspection to establish their understanding of how to safeguard children and how they monitor children's learning and development.
- The inspector sampled documentation, including staff's qualifications, children's records and policies.
- The inspector completed a joint observation of an activity with the manager and discussed self-evaluation with her.

**Inspector**  
Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

The manager makes good use of annual appraisals and regular supervision meetings to monitor staff's performance. She supports their professional development effectively. For example, she encourages them to complete training to help improve the quality of teaching. Regular assessments of children's learning enable the manager to identify any emerging gaps in their development. She uses this information effectively to provide additional support when needed, to help ensure all children reach their full potential. Safeguarding is effective. The manager ensures that staff have an up-to-date knowledge of how to keep children safe. Subsequently, staff are confident about the action to take if they have any concerns about the safety or welfare of a child in their care.

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

Staff provide a stimulating learning environment that motivates children to learn. Babies use their senses to explore resources. For example, they use shakers to recognise that some make louder sounds than others and show an interest in finding objects hidden in shredded paper. Older children are confident to participate in 'risky' play, for example, when they use apparatus and negotiate how they get from one side to the other. Staff successfully use children's interest to encourage them to learn new things. For instance, as children look at pictures of igloos, they discuss different types of homes and what igloos are made from. Staff provide good opportunities to help children to develop their early literacy skills. This becomes apparent as children listen to stories, sing songs and use writing materials to record their thoughts and ideas as they play.

### Personal development, behaviour and welfare are good

Children enjoy the time they spend outdoors. The setting incorporates many opportunities to explore and investigate, including through activities in the adjacent woodland. This helps children who prefer to learn outside to develop across all areas of learning. Children of all ages benefit from regular exercise, for example through toddler yoga and music and movement. Children behave well and demonstrate high levels of respect and tolerance for others. Staff are dedicated to teaching them that some rules, such as not running indoors, exist to keep them safe. Children frequently discuss how to be kind to others. This is demonstrated as staff encourage them to participate in activities which involve pretending to blow bubbles containing love and happiness to their friends.

### Outcomes for children are good

Children successfully develop the skills in preparation for their future learning, including school. They are self-motivated and make independent choices about their play. Children demonstrate high levels of confidence in speaking and listening. For example, when they have discussions about feelings, they make suggestions about how they can help other children to feel good about themselves, such as by giving them compliments. Babies are eager to explore natural resources and the wider world around them. From a young age, children learn to recognise their name, and older children are beginning to recognise letters and sounds they represent.

## Setting details

<b>Unique reference number</b>	EY305518
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10073516
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Castle Daycare and Preschool Ltd.
<b>Registered person unique reference number</b>	RP906907
<b>Date of previous inspection</b>	13 January 2016
<b>Telephone number</b>	01483 898 811

Castle Nursery and Preschool at Shamley Green registered in 2005 and is owned and managed by Castle Day Care and Preschool Limited. The setting is open Monday to Friday from 8am until 6pm, for 51 weeks of the year. A team of 11 staff work with the children. Of these, three staff hold a level 6 qualification, one holds a level 4 qualification and four hold qualifications at level 3. The setting receives funding to provide free early years education for children aged three and four years.

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)

