

Castle Nursery and Preschool

14 South Hill, GUILDFORD, Surrey GU1 3SY



Inspection date	1 August 2019
Previous inspection date	9 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 settled and happy. They have formed strong bonds with staff, who are very attentive towards their needs and requirements. Children behave well and staff are effective role models who help children to gain an early understanding of boundaries and to control their own emotions.
- The manager is organised and has a firm grasp of her role and responsibilities. She is insightful and has targeted plans for the progression of all areas of the nursery, to continuously raise the outcomes for children.
- Partnerships with parents are good. Parents are fully involved in all aspects of their children's development and are valued in helping to set the next steps for their learning. Parents comment on the dedicated team of staff and the experiences they provide for their children.
- The manager uses effective systems to monitor and track the progress of all children at the nursery. She is quick to identify gaps and put further support in place, to ensure that children reach their fullest potential.
- Children have many opportunities to build on their physical development to support their well-being and growth. For instance, babies enjoy time in the garden and older children participate in forest school sessions or 'nature club'. They are becoming more curious about the wonders of the world around them.
- Staff are caring and want the best for children's development. However, they do not always promote younger children's independence, to help them to build on their own self-care skills.
- Although staff plan exciting activities, at times these are not adapted towards the capabilities of all children, to ensure they have the right levels of challenge to support their continuous learning.

What the setting needs to do to improve further

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

- support the independence of much younger children, to help them to build their own self-care skills
- help staff to build more awareness in adapting activities, to support the capabilities and the levels of challenge they provide, to build more successfully on children's learning.

Inspection activities

- The inspector had a tour of the areas of the nursery and discussed with the manager the process of evaluation and the current areas identified for improvement.
- The inspector observed the teaching and learning indoors and outdoors and the impact these have on the development of the children. The inspector also observed a forest school session.
- The inspector entered into discussions with staff and the children at appropriate times throughout the inspection. The inspector spoke to staff about their professional development and how they are supported by the management team.
- The inspector held a leadership meeting and also completed two joint observations of different age groups of children with the manager. The inspector held direct discussions with parents and took into account the written comments and views.
- The inspector sampled a range of documentation, including suitability checks, recruitment and training files, children's developmental records and policies and procedures. The inspector also viewed supervision records and spoke to staff about their safeguarding knowledge and reporting procedures.

Inspector

Gwendolyn Andrews

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff display a vigilance towards the protection of the children in their care. They can confidently explain how they would identify the possible signs of abuse and the procedures they would use to report any concerns. The manager has worked well towards the recommendation from the last inspection. For example, babies now have many opportunities to have regular outings in the community. Robust recruitment procedures ensure the suitability of those who work directly with children. The manager provides a good level of support for her staff team. Staff benefit greatly from thoughtfully planned professional development opportunities that help to increase their knowledge and understanding, such as 'mathematics in the early years'. The manager strives to build effective partnerships with other settings that children attend, to provide them with a joined-up approach towards their future progress. Risk assessments are implemented and reviewed to help provide safe environments for children to play and learn.

Quality of teaching, learning and assessment is good

Staff use a good observation, assessment and planning system. They use this information to closely watch children's progress and learning. Parents enjoy regular updates on their children's achievements and have opportunities to meet directly with their children's key person to share ways of helping children to continue to learn at home. Staff support the communication and language of children well. Babies benefit from hearing new sounds and words to increase their vocabulary through stories and songs. Older children are asked more probing questions to help them to express their own thoughts and views. Younger children use light boxes to make patterns to increase their early literacy skills. Older children are given more intricate science experiments as they explore with 'water beads' and learn about colour changes.

Personal development, behaviour and welfare are good

Children are given time to learn about managing risk in their play and to work out their own solutions for working together. They are learning about being healthy and the benefits of lots of fresh air and exercise. Children enjoy using the watering cans to take care of strawberries in the garden, to help them to develop a deep understanding of how things grow. Children have an increasing understanding of the wider world around them and the differences and similarities in themselves and others. Staff help children to build a strong sense of belonging and achieve a sense of pride. Children enjoy looking at their own family albums and their artwork that is lovingly displayed in each room.

Outcomes for children are good

Children are curious and enthralled learners and are developing well. They are building on their confidence and learning how to persevere to complete tasks. They explore with early technology to help them to learn how things work. For example, babies play with toys that make animals sounds and older children play with computer keyboards to make up their own imaginative stories. Children are supported well to help them to develop the necessary skills they require for the next stages in their learning and their move on to school.

Setting details

Unique reference number	EY305501
Local authority	Surrey
Inspection number	10108600
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	43
Number of children on roll	80
Name of registered person	Castle Daycare and Preschool Ltd.
Registered person unique reference number	RP906907
Date of previous inspection	9 March 2015
Telephone number	01483 533 344

Castle Nursery and Preschool registered in 2005. It is open each weekday from 8am until 6pm for 51 weeks of the year, with an optional early drop-off at 7.45am. There are 14 members of staff, of whom 12 hold appropriate qualifications from level 2 to level 6. The nursery and pre-school receives funding to provide free early education to children aged three and four years.

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