

Inspection of Castle Tots

Castle Hill Primary School, Buckland Road, Chessington KT9 1JE

Inspection date: 23 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they are extremely happy, safe and secure. They enjoy their time at the nursery and are given high levels of encouragement and support from the dedicated staff team. The manager and staff have high expectations for children's learning and development. They plan a rich array of fun and challenging activities. Children are consistently engaged in purposeful play, and show high levels of curiosity. They behave extremely well. Children show a clear understanding of expectations, and staff offer continuous praise and encouragement.

Babies enjoy a range of tactile experiences through messy play. They investigate eagerly as they explore sand, foam and play dough. Older children have fun exploring a wide range of outdoor learning resources. They learn to stay safe while taking managed risks. For example, they develop their physical skills as they learn to manoeuvre bicycles, build large structures, and use small trowels to dig in the mud kitchen.

Staff sustain children's interest through positive interactions. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported. Staff provide parents with lots of information to help continue children's learning at home. They have adapted well to the challenges faced due to the COVID-19 (coronavirus) pandemic, to ensure that all children are supported and continue to make good progress.

What does the early years setting do well and what does it need to do better?

- Staff are positive role models. Children behave extremely well. From a young age, they interact with their peers with kindness and tolerance. Staff provide a very calm, reassuring approach and are highly skilled at helping children understand and manage their emotions exceptionally well.
- Staff provide good support for children's communication and language development. Throughout the nursery, staff share stories and sing songs and rhymes to children. They include props imaginatively to re-enact stories and encourage children to join in. However, when staff ask children questions, they do not always give children enough time to process and respond to the question, before asking the next question.
- Staff focus heavily on ensuring that children's social and emotional development is embedded. They encourage children to talk about their emotions and feelings. For example, they discuss how various colours relate to emotions, such as 'happy', 'sad' and 'upset'. Children explore what these emotions might look like and what they could do to help them feel 'green' for happy.
- Independence skills are nurtured at this setting. Children access the indoor and

free-flow outdoor areas with confidence. However, staff do not consistently make the most of opportunities during everyday activities to help develop children's independence skills further, for example during mealtimes.

- Children show delight in playing outdoors. They explore nature as they search for living things using magnifying glasses, and water the vegetables they are growing. Children enjoy going on nature walks to the nearby woods and learn how to stay safe as they build dens in the woodland.
- Staff's warm and supportive relationships with children are a strength of the setting. Younger and less confident children benefit from the strong bonds they build with staff and their key worker. Despite the challenges faced due to the COVID-19 pandemic, new children and those transitioning to the next room settle in with ease.
- Staff plan many activities that support children to learn about healthy eating. Children learn how to grow and care for vegetables in the outdoor space, and explore real fruit and vegetables in the home corner, increasing their understanding of healthy eating and the natural environment. The nursery is taking part in the Healthy Early Years London Award. Children benefit from freshly cooked meals which are provided by the school chef.
- The manager is determined to drive continuous improvement and provide children with a warm, caring and nurturing environment, with a well-planned curriculum that meets children's needs. Children display exemplary behaviour and make significant progress in their learning.
- Parent partnerships are a strength at this nursery. Parents report being extremely happy with the service the nursery provides. They get daily updates on their child's learning and development through the online system and regular parents' evenings. Staff place a high priority on supporting the ways learning is extended at home. This is implemented in a variety of ways, including home-learning activities and the lending library.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good understanding of their safeguarding responsibilities. All staff undertake regular training. They know how to identify and report any concerns about children's welfare. Strong recruitment procedures help to ensure that staff are suitable to work with children. Staff have a secure understanding of the procedures that must be followed when an allegation is made about an adult working with children. Staff deployment is well maintained to prioritise children's safety as they move confidently between indoors and outdoors. All areas of the nursery are routinely checked to ensure the play environment is safe for children.

What does the setting need to do to improve?

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

- use every opportunity to promote independence skills for children
- develop staff's knowledge of speaking and listening strategies to enable them to better support children's vocabulary.

Setting details

Unique reference number	EY548402
Local authority	Kingston upon Thames
Inspection number	10143534
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	18
Number of children on roll	34
Name of registered person	Castle Hill Academies Trust
Registered person unique reference number	RP548401
Telephone number	020 8397 2006
Date of previous inspection	Not applicable

Information about this early years setting

Castle Tots registered in 2017 and is run by Castle Hill Academies Trust. It operates from a designated unit within Castle Hill Primary School, Chessington, in the Royal Borough of Kingston upon Thames. The setting provides care for children aged from three months to three years and opens from 7.30am to 5pm Monday to Friday, during term time only. It also runs a holiday club during the school holidays.

Information about this inspection

Inspector

Frances Oliver

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A learning walk was undertaken by the manager and the inspector to discuss how the curriculum is planned and implemented.
- The inspector spoke to staff, children and parents throughout the inspection at appropriate times, and took account of their views.
- The inspector observed teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and the management team held a meeting. The inspector looked at relevant documentation, including staff qualifications and suitability checks.
- The manager and the inspector carried out a joint observation of an adult-led activity, and discussed the learning intention and implementation.

We carried out this inspection 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.

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