

# Inspection of Casterton Nursery

Casterton Business College, Ryhall Road, Great Casterton, STAMFORD, Lincolnshire  
PE9 4AT

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Inspection date: 29 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children love coming to nursery and arrive excited to learn in the welcoming environment created by staff. They build close relationships with all staff. Children settle quickly and feel secure enough to put their own comforters away, happily seeking a cuddle from staff, for reassurance when needed. They know what staff expect of them and behave exceptionally. Children listen to staff and others, asking questions using polite phrases, such as 'excuse me' and 'please may I?'

Children are confident at sharing their ideas and involving others in their imaginative play. They make choices from a wide variety of dressing-up clothes and shoes and independently put them on. A child in large slip-on shoes pretends to take a dog for a walk. They giggle infectiously as they tell the other children, 'Quick, the dog has done a poo.' The children ask a member of staff to get a glove and a bag, explaining that they must remove it and be 'responsible dog owners'.

Children are supported by staff to show determination and they concentrate when exploring the outdoor resources. They fill buckets of water and carry them carefully to an area they call the 'rock pool'. Children work together, negotiating and sharing tools willingly, to work out where to put sand to stop water leaking out of the rock pool. Staff praise children as they show their caring nature. Children help others and develop firm friendships with children of all ages. They show pride in their joint achievements. Children tell staff they have found a solution to the leaking water and give each other a 'high five'.

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

- Staff's interactions with children show they have a deep understanding of how children learn. Staff make the most of planned and spontaneous opportunities that children may not experience elsewhere. Children look amazed as a visitor brings new-born lambs into the garden. Staff adapt their conversations and questions to support all children with what they need to learn next. They encourage younger children to practise different animal sounds and to describe what stroking the lamb feels like. Pre-school children, with staff's encouragement, discuss the similarities and differences between a variety of animals. They recall earlier play, laughing and suggesting that they might need to get poo bags ready like they did for the dog.
- Staff are ambitious in what they want all children to learn, including children who may need additional support. They observe the children and closely monitor their progress. Staff work together to identify potential gaps in children's learning and experiences. They share ideas with each other on how to best support each child to make the progress they are capable of.
- Staff help children to be curious and to develop excellent attention skills. They

ask children why they need to turn the torches off when they have finished. This sparks a conversation about batteries and electricity and creates an engaging activity. Children develop their literacy skills as staff support them to write down resources that use batteries in the environment. They write words such as 'watch' and count how many items they have found. Children listen carefully to staff as they explain the dangers of 'flat batteries', explaining that these can be hazardous to their well-being. The children are keen to relay their newly learned knowledge to visitors.

- Staff teach children how to be independent from a very young age. Children under one know where their shoes are, which shoes belong to them, and bring them to staff when asked. Children under two learn familiar care routines such as fetching a tissue and wiping their nose. Older children serve their own dinner and talk to staff about healthy foods. Children's understanding of keeping healthy is a priority for staff. They help all children to brush their teeth and understand why it is important.
- Leaders are continuously evaluating staff practice and what it is like for a child at the nursery. They promote an ethos of all staff working as a team. Leaders work very closely with staff on adapting the environment to meet all children's needs. They meet with staff regularly to identify and put in place support and training that have a positive impact on children's experiences. Occasionally, leaders do not provide Ofsted with relevant information. For example, they failed to inform Ofsted about guidance sought from other professionals on a potential significant event. However, as this did not impact the suitability of staff at the setting, there is no risk to children's safety and welfare.
- Parents and carers say that children flourish at the setting and they have complete trust in the care and education provided by staff. They feel that there is incredible attention to detail when children start at the setting and as they transition between rooms. Staff work closely alongside parents, sharing ideas to support children's learning consistently in the setting and at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a broad knowledge of how to keep children safe from risk of harm. They know the children and families very well and can identify different signs and symptoms that may give them cause for concern. Staff demonstrate their understanding of how to monitor and escalate their concerns when needed. The setting has a thorough recruitment process and induction procedure that ensure staff working with children are suitable. Leaders deploy staff appropriately to maximise the safety for all children. They continually assess risks and hazards in the setting and put measures in place to ensure that the environment is safe for children to play in.

## **What does the setting need to do to improve?**

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

- strengthen the use of support and training available, for leaders to develop their understanding of sharing information effectively with other professionals.

## Setting details

<b>Unique reference number</b>	260840
<b>Local authority</b>	Rutland Council
<b>Inspection number</b>	10138540
<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 at time of inspection</b>	0 to 5
<b>Total number of places</b>	69
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Casterton College Rutland
<b>Registered person unique reference number</b>	RP903866
<b>Telephone number</b>	01780 754780
<b>Date of previous inspection</b>	20 February 2015

## Information about this early years setting

Casterton Nursery, Stamford registered in 1986. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, 7.30am until 6pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lora Teague

## 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 the evaluation of the provider.
- The deputy manager and the inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The inspector observed staff and children of all ages throughout the setting, assessing the quality of education and its impact on children's learning and development.
- The deputy manager and the inspector observed and evaluated an activity.
- The inspector took parents' views into account.
- The inspector held discussions with staff and leaders regularly during the inspection.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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