

Inspection of Castle Top Kids Club

St. Georges C of E Primary School, Stamford Street, Mossley, Ashton-under-Lyne,
Lancashire OL5 0HT

Inspection date: 10 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
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 make good progress in their learning and development in this pre-school. They arrive to pre-school happy and excited to enter. Children confidently find their peg and hang up their belongings. They are invited to wear the pre-school uniform. This gives children a sense of belonging.

Staff have high expectations for children's learning and behaviour. As a result, children behave well. They understand and follow the pre-school rules. Children are polite and use their manners well. They share and take turns with their friends. Children show care and concern for each other. They play well together and work together as a team. Children enjoy playing in the large sand box outside. They use spades to dig and buckets to make sand castles. Other children enjoy experimenting with the different patterns they can make in the sand using tractors.

Children learn about what makes them unique. They are starting to understand different cultures and ways of life. This supports children to understand the diverse world around them.

Children are dropped off and collected from friendly staff at the pre-school gate. This is a measure that has been put into place in response to the COVID-19 pandemic. This keeps children safe and promotes their good health.

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

- Staff make really good use of familiar stories and songs to support children's growing vocabulary. They read a story of the week with the children. Children confidently join in with the story and recall the main parts. They learn new words and staff model different sentence structures during their play. Consequently, children make good progress with their communication and language development.
- Leaders have a clear idea of what they want children to learn next. Staff, generally, plan activities that capture the interest of children. Children use crayons, glue and scissors. They practise colouring and using the scissors safely. However, children are given less opportunity to express themselves creatively through a variety of materials, tools and textures. Therefore, some children quickly move on from activities.
- Staff encourage children to use number and count throughout the day. However, staff do not always support children with their mathematical development to the highest level. For example, children enjoy playing with water, filling and emptying containers. However, staff do not always introduce children to different mathematical language to further support them in their play.

- Children develop positive attitudes towards learning. Staff encourage children to look after the pre-school environment. Children tidy up frequently throughout the day. This helps children to learn how to take responsibility for the resources and develop their independence skills.
- Children learn some of the different ways to live a healthy lifestyle. They have lots of opportunity to play outside. Children get daily exercise and fresh air. They use bikes and the climbing frame to practise their coordination and balance skills. Children regularly visit the local community. They have a vegetable patch where they learn to grow their own food. Children learn how to keep their teeth healthy through eating a well-balanced diet and regular brushing.
- Leaders support staff professional development well. Staff keep up to date with their mandatory training courses. Leaders actively support the mental health of staff. This enables staff to promote children's emotional well-being. Staff support children to identify and talk about their feelings in a safe space.
- Staff know children very well. Children with special educational needs and/or disabilities are making the progress they are capable of. This is due to staff putting in place tailored plans for children. Leaders make referrals in a timely manner. This ensures that children receive the support they need from other professionals to thrive in their development. Furthermore, staff use additional funding well to support children's individual needs.
- Parents express that their children make good progress in their learning as a direct result of coming to pre-school. They comment that staff support their children's communication and language development well. Parents feel that pre-school has a positive impact on their children's behaviour.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of safeguarding. They are able to identify the possible signs and symptoms of abuse. Staff know how to correctly make referrals about concerns regarding the welfare of children. There is a whistle-blowing policy in place. This is understood by all staff. Children and staff check the indoor and outdoor environment regularly and remove any hazards. This helps to keep children safe. There is an emergency evacuation procedure in place that is understood and practised by staff and children. Staff are trained in paediatric first aid and keep this training up to date.

What does the setting need to do to improve?

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

- provide children with more opportunities to express themselves creatively and explore a variety of materials, tools and textures
- enhance the curriculum for mathematics, providing children with more

opportunities to explore number, patterns and mathematical language.

Setting details

Unique reference number	2529603
Local authority	Tameside
Inspection number	10208416
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 at time of inspection	2 to 11
Total number of places	50
Number of children on roll	47
Name of registered person	Tiny Treasures Ltd.
Registered person unique reference number	RP903440
Telephone number	07725128941
Date of previous inspection	Not applicable

Information about this early years setting

Castle Top Kids Club registered in 2019. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications between level 3 and level 4. The pre-school opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the pre-school.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of the interactions between staff and children with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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