

Inspection of Castle Hill Village Nursery

The Village Sure Start Children's Centre, Denmark Street, Folkestone CT19 6EQ

Inspection date: 11 May 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The designated leads for safeguarding do not consistently follow the same procedure for all children when managing non-attendance. In addition, concerns shared about children's safety are not acted on promptly. This does not ensure all children are being safeguarded.

Children are warmly greeted and taken to their room, where they happily engage in the activities available. Babies confidently engage with adults as they play. For example, they smile as they share pieces of the play dough they are exploring. Older children delight as they listen to the story 'We're going on a Bear Hunt'. They understand the rules and comment when other children make good choices.

Children have access to the outdoor area for most of the day. Each room has its own designated outside space. Children are supported to develop their physical skills and manage their own risk. For example, staff allow older children to climb the climbing frame while reminding them how to do this safely. Younger children are keen to practise riding their tricycles. Babies are supported to balance on ledges while exploring resources of interest.

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

- The designated leads for safeguarding do not consistently follow up on when a child does not attend the setting. The length of time they leave it before making contact with parents varies. This does not ensure all children are being safeguarded.
- The procedure for recording and reporting concerns shared about children is not correctly followed. The designated safeguarding leads fail to consistently record the action they have taken. In addition to this, concerns have not been followed up promptly. This compromises children's safety.
- The manager is clear about the curriculum intent and staff know what they are teaching children. Staff follow children's interests and use these to inform the activities they plan. For example, older children are interested in transport and are learning about different road signs. Staff use a variety of assessment tools and targeted plans to make sure children are making progress. The manager regularly observes staff to monitor the impact of the curriculum.
- The manager provides staff with regular opportunities to discuss their practice and any training needs they may have. Staff well-being is a priority and the manager offers more frequent meetings should staff feel they need this. As a result, staff feel well supported.
- Children with special educational needs and/or disabilities (SEND) are supported very well. Funding is used to ensure children with SEND have access to the full curriculum. The special educational needs coordinator meets with staff regularly

and attends meetings with other professionals. They inform parents of the things they are focusing on in order to support them to help their children make progress. Parents use strategies shared with them to support their children's learning at home.

- Children can have a healthy cooked lunch or packed lunch. Staff encourage parents to provide a nutritious packed lunch. However, hygiene procedures at mealtimes are not consistently followed. For example, some children eat snack or lunch off the table while others are provided with a plate or bowl.
- Older children have their lunch in the main school hall. They line up and independently carry their lunch tray back to the table. This supports them to be ready for the next stage in their learning. However, interactions at mealtimes are limited, as staff are tending to the large group of children. Therefore, they do not fully extend children's knowledge and language during lunchtime.
- Parents are extremely happy with the care their children receive. They feel well informed about how their children are progressing and they are seeing this progress at home. Parents, whose children are receiving support from other professionals, feel well informed about how they can encourage their children's development at home. Parents have started to come back into the setting to collect their children, following the COVID-19 pandemic. They report how beneficial it is to be able to see the environment their children access.

Safeguarding

The arrangements for safeguarding are not effective.

The manager, who is also the designated lead for safeguarding, has not followed up on concerns raised about the welfare of a child within a timely manner. Children's attendance at the setting is not monitored consistently. This does not effectively safeguard all children. Despite this, the manager and all staff know how to identify if a child is at risk of harm. Staff are aware of the impact that domestic violence can have on a child. They know what to do in the event of an allegation being made against a member of staff. Children are encouraged to take risks in a safe way.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure consistent monitoring of children's non-attendance in order to safeguard all children	01/06/2022

ensure the safeguarding procedures are secure, so that any concerns related to children are followed up on and referred on in a timely manner.	01/06/2022
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To further improve the quality of the early years provision, the provider should:

- improve the arrangements for snack and mealtimes to ensure hygiene procedures are followed consistently
- develop staff practice in relation to communication to build on what children know and can do, in order to maximise their learning.

Setting details

Unique reference number	EY371457
Local authority	Kent
Inspection number	10232531
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 4
Total number of places	79
Number of children on roll	160
Name of registered person	Castle Hill Village Nursery (Community Interest Company)
Registered person unique reference number	RP903395
Telephone number	01303 212750
Date of previous inspection	10 July 2019

Information about this early years setting

Castle Hill Village Nursery registered in 2008 and is situated in Folkstone, Kent. The nursery receives funding to provide free nursery education for children aged two, three and four. Sessions are from 8am to 6pm, five days a week. The nursery employs 19 members of staff, including a qualified teacher.

Information about this inspection

Inspector
Pippa Clark

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 spoke to several parents during the inspection and took account of their views.

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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