

Inspection of Castle Nursery at parkside

BHI Parkside, Stourbridge Road, BROMSGROVE, Worcestershire B61 0AZ

Inspection date: 13 June 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Upon arrival, children receive the warmest welcome from staff. They build incredibly close bonds with their key persons, who understand their needs extremely well. This helps children to feel safe and valued. Children are very happy as they play alongside one another. They develop respect for others and their environment. They follow simple instructions. For example, they help staff to tidy away toys and resources.

Children are eager to explore the indoor and outdoor environments, which are designed specifically for them. They are becoming increasingly independent. They show great self-control as they pour water into their cups. They receive lots of praise and encouragement from staff. This supports their confidence and willingness to learn new skills.

Children benefit from a lovely range of exciting activities that supports their development. Babies demonstrate high levels of natural curiosity as they explore shredded paper. Toddlers are very imaginative. They create a 'birthday cake', using play dough and pretend to blow the candles out. Children in pre-school have great fun as they plant seeds and water them to help them grow. As a result, all children, including those with special educational needs and/or disabilities (SEND), and those who speak dual languages make good progress from their starting points.

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

- Staff continually observe children and monitor their progress to identify any gaps in learning. As a result, children's communication, language and literacy skills are developing well, including those with speech delay. Children display a love of reading from an early age. Toddlers independently access books in their outdoor environment. Staff provide babies with a narrative of what is happening during their play and repeat the sounds they make. Staff supporting pre-school children introduce new vocabulary, such as 'ginormous', as children discuss the size of their sandcastle. Children demonstrate the broad range of words they know as they sing familiar nursery rhymes and songs.
- Leaders place high priority on staff well-being. The long-standing and friendly staff team comment that they are happy at work and feel well supported in their roles. Staff benefit from regular supervision meetings with leaders. Although, there is scope to further develop the supervision and mentoring that staff receive to elevate their teaching skills to an even higher level.
- The curriculum is broad and well-sequenced. Staff consider children's interests and build on what they already know and can do. For instance, during water play, staff encourage children to explore capacity and discuss quantities as they fill and empty containers. This helps children stay fully focused during their play.

However, staff do not always adapt their teaching for the most-able children during activities to build on their skills even further. This means that, occasionally, some children are not fully challenged during their learning.

- Staff empower children to do things for themselves and manage small tasks. For example, children confidently count that there are six children in the outdoor environment. They excitedly join their peers outside as they understand that there can be up to eight children in the garden, so they have enough space to play. In turn, children demonstrate a can-do attitude and take pride in their achievements.
- Children behave extremely well. They reinforce the 'golden rules' of the setting to one another. Staff are successful in teaching children to recognise and manage their emotions. They share these strategies with parents to promote continuity in children's development.
- Partnership working is strong. Staff get to know families extremely well. They find out key information about children's interests and routines to effectively support their needs. Parents speak very highly of the experiences their children receive. Staff work closely with a wide range of professionals and local settings to support children's learning and early years experiences.
- Children are developing a good understanding of healthy lifestyles. They benefit from regular exercise and fresh air throughout the day. Staff provide children with a range of nutritional snacks and meals. Children sit in small groups for mealtimes, where staff encourage them to explore and taste a variety of foods.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are knowledgeable about a wide range of child protection and safeguarding issues. They know the signs and symptoms that might indicate a child is at risk of abuse. They are confident with the procedures for reporting any signs of abuse or neglect, including those relating to the 'Prevent' duty, county lines and female genital mutilation. Staff thoroughly risk assess the indoor and outdoor environments to ensure that the premises are safe. There is a clear visitor procedure in place at the setting. Vetting and recruitment processes are robust to ensure all adults working with children are suitable.

What does the setting need to do to improve?

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

- consistently adapt teaching to ensure all children, particularly those most able, are challenged to the highest level during activities
- further strengthen the supervision, coaching and mentoring of staff to focus even more precisely on enhancing the already good teaching.

Setting details

Unique reference number	EY422640
Local authority	Worcestershire
Inspection number	10116318
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	0 to 4
Total number of places	46
Number of children on roll	93
Name of registered person	Castle Nursery Ltd
Registered person unique reference number	RP904556
Telephone number	01527 878 655
Date of previous inspection	17 December 2014

Information about this early years setting

Castle Nursery at Parkside was registered in 2011. The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications at level three or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dale Ramsey

Inspection activities

- This was the first routine inspection the setting 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 evaluations of the provider.
- The nursery manager and the inspector completed a learning walk together of all the areas of the nursery and discussed their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the nursery manager.
- The inspector spoke with parents to gain their views and opinions of the nursery.
- The inspector held a meeting with the nursery manager and business manager. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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