

Inspection of Castle Nursery at Perryfields

131 Perryfields Road, Bromsgrove, Worcestershire B61 8TH

Inspection date: 27 July 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children have endless amounts of fun at this welcoming and nurturing setting. They are confident learners because staff prioritise their well-being. This helps children to feel safe and secure. Children form incredibly close relationships with staff and their peers. They are extremely supportive of one another and behave exceptionally well. Pre-school children delight as they construct a wall using foam blocks. They use shaving foam as 'cement' and skilfully model to younger children how to use a spade to smooth the cement before adding more blocks. Children benefit from lots of praise and encouragement from their key person. This empowers children, building on their confidence and self-esteem.

Every area of the setting is a hive of activity. Children are totally immersed in a vast range of purposeful learning opportunities. Toddlers have great fun as they explore ice and water. They are fascinated as the ice melts, and they confidently count how many toy Antarctic animals they can find. Babies beam as staff use puppets to support their learning. They excitedly join in with staff as they sing familiar nursery rhymes.

All children thrive because staff have consistently high expectations of what they can achieve. This includes children with special educational needs and/or disabilities, those who speak English as an additional language and those who are in receipt of additional funding. Consequently, children are superbly prepared for their next stage of education and the eventual transition to school.

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

- Staff know children exceptionally well. They plan an exciting and challenging curriculum that is built around children's current interests. Children's knowledge is securely embedded and builds on what they already know and can do. For instance, children talk passionately about the carrots they recently grew at the setting. They confidently discuss the similarities and differences in the size, shape and colour of their home-grown carrots. They eagerly ask staff if they can eat their produce at snack time.
- The provider and managers work extremely closely with all staff. They are enormously passionate about their work and empower every staff member to share their vision for the setting. The well-qualified and long-standing staff team are extremely forward-thinking. They ensure that they are constantly moving forward to build further on their practice, to improve outcomes for children. There are highly effective systems to support and mentor all staff.
- Children have exceptional knowledge of how to keep themselves safe. They independently risk assess during learning opportunities. They confidently talk to their peers about the importance of managing any potential hazards. For

example, as toddlers make their own dough, they explain that they need to be careful that the water is not hot as they could burn themselves.

- Teaching is outstanding. Staff plan extremely high-quality experiences that successfully build on children's knowledge over time. As a result, children are independent learners. Children excitedly talk about the story of 'The Gruffalo' as they explore the dough they previously made. They enthusiastically tell staff that they think the Gruffalo could live in a cave. They have lots of fun working alongside staff as they begin to create their own cave out of dough.
- Staff understand the importance of developing children's communication and language skills from an early age. They create a rich, communication-friendly environment for children. Staff use simple sign language to support children's language development. Babies listen with interest and follow short, simple instructions. Toddlers acquire new vocabulary during activities. Staff expertly explain what the word 'transparent' means as children explore colour-mixing with the light box. Pre-school children answer challenging questions, such as 'why is it important to use soap when you wash your hands?'. They show that their learning has been consolidated as they explain that soap helps to 'wash away all of the germs'.
- Children become well-rounded individuals with a firm sense of themselves. Staff acknowledge that some children have had limited contact with others during the COVID-19 pandemic and may take longer to settle. They plan activities that support children to recognise and express their emotions. In turn, children are emotionally resilient from a young age, persist at tasks and are consistently eager to join in with activities.
- Partnership working is superb. Staff pride themselves on forming strong relationships with each family and sharing information with them each day. This enables parents to build further on what their children are learning in the setting. Parents comment how 'amazing' and 'approachable' the staff are and that they 'cannot fault the setting' in any way. Staff also work highly collaboratively with staff from local schools and other settings and with other professionals. This directly contributes to the outstanding support for children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff give the utmost priority to children's safety and well-being. Staff fully understand the reporting procedures they must follow if they have concerns about a child or adult. They are confident of the signs and symptoms of abuse that may indicate a child is at risk of harm. Managers have stringent procedures for safer recruitment. Staff benefit from a robust induction process that ensures they are confident in the setting's procedures. There are thorough risk assessments to promote children's health and safety. Children learn to assess risks safely during play as they balance on tyres, climb stairs and navigate the garden. Staff closely supervise children to promote their welfare.

Setting details

Unique reference number	EY290021
Local authority	Worcestershire
Inspection number	10116281
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	1 to 4
Total number of places	42
Number of children on roll	81
Name of registered person	Castle Nursery Ltd
Registered person unique reference number	RP904556
Telephone number	01527 871 006
Date of previous inspection	27 May 2015

Information about this early years setting

Castle Nursery at Perryfields registered in 2004. The nursery employs 16 members of childcare staff. Of these, 14 staff hold appropriate early years qualifications at level 3 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 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.
- The nursery manager, the business 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 and business 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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