

# Inspection of Castle Hill Village Nursery

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

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Inspection date: 10 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

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

### The provision is good

Children enter happily and enjoy seeking their friends to socialise. They benefit from a wide variety of resources and activities which appeal to their age and stage of development. For example, children curiously approach an opportunity to build a house for the three little pigs. They add paint to shaving foam and use the 'cement' to bond the bricks. Children refer to the book as they play, naming characters and ordering the events of the story. Staff consider a curriculum that appeals to children's interests. Planning ensures that children remain engaged in the things they love as they learn.

Children behave well. They know that they can seek their key person for a cuddle or reassurance. This means that children feel safe and settled and can thrive alongside their peers. Children are encouraged to use manners and are reminded that their actions may have consequences that may harm themselves or others. For example, they understand simple rules, such as to walk in small spaces and to take care of toys so that they do not break. Staff communicate effectively to ensure that all children's needs are met. For instance, they display photos of babies and an outline of their different needs and preferences associated with their eating and sleeping routines. This helps all staff working in the room to ensure that children are comfortable and ready to learn.

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

- Leaders and staff have made a significant effort and show a genuine commitment to improving their standards since the last inspection. There has been a focused programme to drive improvement. This includes securing robust policies and procedures concerned with safeguarding, and the organisation of provision that best considers the needs of all children. This has had a genuine impact on the quality of care and education, which has significantly improved.
- Children have good opportunities to learn new vocabulary. For example, they revisit their building activity to explain the reasons for their choices. Children describe needing to protect the house from the Big Bad Wolf by making their building 'solid' and 'strong'. During interactions throughout the day, staff take every opportunity to model the correct pronunciation of words.
- The staff encourage children's independence. Children enjoy a wide range of fruit and vegetables at snack time, which they serve themselves. The oldest children walk to the main school to eat. They are gaining skills needed in readiness for their transition to school. However, at times, children wait for long periods of time. This means that some children become unsettled, start to lose interest and become disengaged from potential learning experiences.
- Parents are happy with the communication received about their child's care. They comment that staff take extra effort to learn about their children as

individuals. Families are asked to provide photos of key people and experiences shared. This gives children the opportunity to talk about those who are special in their lives and compare the similarities and differences that make them unique.

- Children communicate well, and staff have provided additional strategies to ensure that children who need additional support can express their wants and needs. For example, children who speak English as an additional language are given visual prompts. Children with special educational needs and/or disabilities (SEND) use simple signing. However, at times, staff are not consistent with their approach, meaning that children may become confused about what is being communicated to them.
- Staff have established strong partnerships with outside agencies, which helps to prepare children for what comes next. Leaders work closely with local schools to share information to ensure children's needs are met from the outset. There are good processes in place to support children when settling in and moving rooms within the nursery.
- Leaders have a clear vision and show great passion to give children the best start in their learning. The leadership team works closely with teaching staff from the school. Planning is reflective and strives for improvement. Leaders recognise the importance of continual staff development and have provided regular training to enhance staff's skills.

## Safeguarding

The arrangements for safeguarding are effective.

Those with designated safeguarding responsibility have a secure knowledge and understanding of safeguarding. Leaders have recently reviewed and improved safeguarding arrangements within the school and nursery, including implementing a robust and consistent system to track children's attendance. Staff undertake regular training and have an up-to-date knowledge of safeguarding. They are confident in identifying and reporting possible concerns about children's welfare without delay. Any accidents to children are appropriately dealt with, and information is shared with parents. Robust recruitment procedures are followed when appointing new staff.

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

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

- review and develop the organisation of daily routines, such as lunchtimes, to reduce waiting times and keep children engaged in learning
- provide more consistent support and guidance for staff to promote communication for children with SEND and children who speak English as an additional language.

## Setting details

<b>Unique reference number</b>	EY371457
<b>Local authority</b>	Kent
<b>Inspection number</b>	10244108
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	79
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Castle Hill Village Nursery (Community Interest Company)
<b>Registered person unique reference number</b>	RP903395
<b>Telephone number</b>	01303 212750
<b>Date of previous inspection</b>	11 May 2022

## Information about this early years setting

Castle Hill Village Nursery registered in 2008 and is situated in Folkestone, 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

Kate Williams

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of 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.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The staff provided the inspector with a sample of key documentation on request.

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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