

# Inspection of Casper Nursery

Capel-le-Ferne CP School, Capel Street, Capel-le-Ferne, Folkestone, Kent CT18 7HB

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Inspection date:

29 November 2022

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## **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**

Procedures for notifying Ofsted of changes have not been followed. The details for the nominated individual have not been shared with Ofsted, meaning necessary suitability checks have not been carried out. This is a breach of the 'Statutory framework for the early years foundation stage' and has a potential impact on the safety and well-being of the children.

Children arrive happily, separating from parents very well as they enter the setting. They are welcomed by the friendly, familiar staff. Children know what is expected of them and are eager to explore. For example, they place their bags and coats on their designated peg before going to play. This gives children a sense of belonging and helps them to settle quickly.

Children behave well and demonstrate a good understanding of the behavioural expectations. Staff act as good role models as they help children during tidy-up time. Older children know the routines well and help younger children by reminding them of the rules. This reflects children's secure understanding. Children are extremely independent. They are provided with numerous opportunities to complete tasks for themselves. For example, children wash up their plate and bowl once they have finished at snack time. Children also enjoy being 'helpers' at lunchtime, setting the table and organising lunch boxes. This gives them a sense of responsibility, preparing them for the next stage in their education.

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

- The previous provider failed to notify Ofsted of a change to the nominated individual, which is a breach of the requirements of the early years foundation stage. As a result, necessary suitability checks for the new nominated individual have not been carried out. This does not adequately ensure children's safety.
- The manager has failed to meet their legal responsibility to notify Ofsted of a change in her name. However, she now understands the requirements of the early years foundation stage for reporting changes to Ofsted. Ofsted does not intend to take any action on this occasion.
- Staff know the children very well. They talk confidently about all the children and the progress they have made in their learning and development. Staff use children's interests to create exciting activities and experiences. For example, they have recently enhanced their construction area in order to further develop children's interests. This provides children with opportunities to engage in play and develop positive attitudes towards their learning.
- Staff understand the importance of supporting children's communication and language. They engage in constant dialogue with the children, creating conversations and asking questions. For example, at snack time, staff talk to

children about what types of food they had for dinner and breakfast. However, at times, staff do not always encourage children to share their ideas and discuss differences with one another. Therefore, children, particularly those with limited communication and language skills, are not fully developing their social skills to be able to form friendships.

- Staff actively encourage children to live healthy lifestyles. For example, they have implemented a 'healthiest lunch box certificate' and raised awareness of alternative food choices. The setting also invites external agencies, such as Sure Start, to complete workshops with the children. The children have been involved in an oral hygiene workshop, teaching them the importance of teeth brushing.
- Staff support children to develop their physical skills. The children engage in yoga sessions every morning. This helps them to rest and relax, enhancing their focus and concentration skills before engaging in learning. Children have access to the outdoor space, where they develop their coordination and balance as they ride on bikes and scooters.
- Staff develop children's awareness of the wider world and the environment we live in. They provide opportunities for children to learn about recycling and growing their own vegetables. For example, children become involved in separating paper and plastics. Staff encourage children and their families to take part in recycling tasks at home to further extend their learning.
- The special educational needs coordinator (SENCo) is very knowledgeable. She ensures that children with special educational needs and/or disabilities (SEND) receive support efficiently through the use of targeted plans. She liaises with external agencies and other professionals to ensure that children with SEND are getting the help they need to make progress with their development.
- Partnerships with parents are good. Parents are very happy with the care children receive and comment on the amount of progress their children have made since attending the setting. They feel well supported by all the staff, praising them for the communication and support they have given throughout the COVID-19 pandemic.
- Staff morale is very high. Staff communicate effectively, ensuring children's needs are being met throughout the day. The manager completes observations on staff regularly, encouraging them to evaluate their practice and making improvements where necessary. This enhances their professional development.

## Safeguarding

The arrangements for safeguarding are not effective.

The weakness in the vetting arrangements compromises the safeguarding arrangements. Despite this, staff demonstrate good knowledge of child protection issues. They have up-to-date safeguarding training and understand their duty to protect children from harm. Staff are aware of how to recognise potential signs and symptoms of abuse. They know what to do if they have concerns about a child or if an allegation is made about a member of staff. The manager monitors children's attendance closely to keep children safe. Children are taught about how to keep themselves safe online.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
implement a risk assessment to ensure the safety and efficiency of the manager until suitability checks are established.	01/12/2022

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

- enhance the support for children to develop their social skills, particularly those with limited communication and language skills, to promote their confidence and ability to form friendships.

## Setting details

<b>Unique reference number</b>	EY441472
<b>Local authority</b>	Kent
<b>Inspection number</b>	10263925
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Casper Nursery Ltd
<b>Registered person unique reference number</b>	RP531350
<b>Telephone number</b>	01303226570
<b>Date of previous inspection</b>	17 May 2017

## Information about this early years setting

Casper Nursery registered in 2012 and is located on the grounds of Capel-Le-Ferne Primary School, Folkestone. The setting is open from 8am to 6pm, term time only, offering a breakfast club and after-school club. The setting employs six members of staff, one of whom holds a level 6 qualification, one holds a level 4 qualification, two hold a level 3 qualification and one holds a level 2 qualification. The setting receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Jasmine Nelson

## 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 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 SENCo spoke to the inspector about how they support children with SEND.
- 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 manager and the inspector carried out a joint observation during snack time.

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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