

Inspection of Castle Day Nursery

The Sanderstead Hall, Purley Oaks Road, SOUTH CROYDON, Surrey CR2 0NR

Inspection date: 14 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children play happily alongside their friends at this welcoming nursery. They know staff well and have warm relationships with them. When children need help, they ask familiar staff to support them. Children feel secure and safe. This helps them to feel ready to learn. Children choose what to play with. They learn what they like to do. Children feel confident and take pride in their achievements.

Children have familiar routines. For example, they join in with circle time every day. Children listen to staff and respond. They spend time choosing from fun resources, inside and outdoors. Children play with objects that interest them. When they struggle to manage their own feelings, staff take swift action to support them. Children learn to manage their emotions and keep themselves safe. They behave well.

Children become confident talkers. They are gently guided by familiar staff to answer questions. Children learn new words linked to their interests. For example, children learn the names of Arctic animals. They explore the snow and ice and talk about how they feel. Children learn about penguins and polar bears. For example, staff ask where the animals live to help children to understand about their habitats. Children listen to stories about animals and learn what they look and sound like. They enjoy learning about the world around them.

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

- The managers plan a curriculum with a clear learning intent. This is shared with all staff effectively, and they understand and share the nursery's vision. Staff understand how to support children in their learning.
- Managers and staff identify what children know and can do. However, they do not focus all activities on the learning needs of older children. For instance, some activities do not consistently provide enough challenge for all children.
- Managers and staff have a strong understanding of how to support children with special educational needs and/or disabilities. They work with external agencies extremely effectively. All children get timely support when required.
- Staff support children's language development well. They teach children new language throughout the day. Children listen well and enjoy learning new words. For example, when playing with the animal puzzles, staff ask effective questions and comment on children's play. Children learn to respond positively and learn the names of animals. Staff extend children's language.
- Care practices are effective. Children put on their coats and hats to go outside. They learn to feed themselves. When they need help, familiar staff support them. Children gain confidence and learn to take care of themselves.
- Partnerships with parents are strong. Parents report that communication from

staff is effective. Parents know what their children are learning at the nursery. They say that children learn how to say more words. For example, parents report that their children are beginning to use longer sentences. Parents understand what their children are learning at nursery.

- Managers are reflective of their practice. They regularly carry out supervisions of staff to support them to develop their practice. However, the monitoring and supervision of staff's practice do not always focus consistently on developing the quality of teaching, such as supporting staff to plan the most challenging activities for all children. This means that not all children have opportunities to persevere when they are learning new skills.
- Staff give the managers regular feedback. The managers listen to staff and evaluate their leadership regularly. Staff have opportunities to suggest ways they would like to further their own professional development. Staff report high levels of well-being.
- Managers and staff teach children about differences. They provide children with opportunities to learn about other cultures, ethnicities and languages. Children explore festivals, food and dress from other cultures. Children learn to celebrate each other's differences.
- Managers and staff know that it is important for parents to be able to extend their children's learning at home. Staff have developed packs for parents to use with their children at home. These include reading book packs and play dough activity packs. This supports children's enjoyment of reading. Parents are able to help children to further develop their early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a strong understanding of the signs that a child may be at risk of harm. They know how to report their concerns to the appropriate authorities. Managers arrange regular training to refresh staff's knowledge. Staff and the managers are aware of a range of safeguarding issues and who might be at risk. Staff understand their responsibility to report any concerns relating to other members of staff in the nursery. Managers and staff regularly undertake risk assessments to ensure that children are kept safe.

What does the setting need to do to improve?

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

- consider all children's learning needs when planning and setting up activities
- strengthen the monitoring and supervision of staff's practice to enhance the quality of education further.

Setting details

Unique reference number	EY358181
Local authority	Croydon
Inspection number	10235117
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	2 to 4
Total number of places	40
Number of children on roll	33
Name of registered person	Castle Day Nurseries Ltd
Registered person unique reference number	RP910946
Telephone number	07984 283240
Date of previous inspection	10 March 2017

Information about this early years setting

Castle Day Nursery registered in 2007. It operates from a Memorial Hall in Sanderstead. The nursery is open from 8am to 3pm, from Monday to Friday, during term time. Nine staff are employed at the nursery, including the owner. Of these, eight have relevant childcare qualifications at level 3. The nursery receives funding for the provision of early education for children aged two and three years.

Information about this inspection

Inspector

Kate Daurge

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 children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed 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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