

# Inspection of Castle House Nursery School

Castle House School, Chetwynd End, NEWPORT TF10 7JE

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Inspection date: 4 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
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	Not applicable

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

### **The provision is good**

Children are happy and settled at this happy and friendly nursery. They confidently separate from their parents at the gate and enter the nursery with excitement, greeting their friends and quickly settling to an activity of their choice. Children have access to a wide range of activities and opportunities indoors and outdoors. They show perseverance in their learning and stay focused and engaged. All children make good progress in their learning. They are learning the skills they need to help prepare them for their eventual move to school.

Children demonstrate good bonds with staff, who are kind, caring and attentive to their needs. Children behave well and show kindness and consideration to each other. They share and take turns when using the toys and help each other to find the right piece of puzzle to fit into their jigsaw. Children of all ages thoroughly enjoy the time they spend at forest school. They eagerly search for living creatures and show great excitement when they find frogs, newts and worms. Staff remind children to show kindness and respect for these creatures. This helps children to learn how to care for living things and the natural world around them.

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

- Staff are knowledgeable about how children learn. They get to know children well. They use their observations and assessments to plan for children's future learning needs. However, staff do not always involve parents in the initial assessments when children first start at the nursery. This means that staff do not always plan as precisely as possible for children's learning from the very beginning.
- Parents are very happy with the service provided by the nursery. They say their children enjoy attending and talk excitedly about what they do at the nursery. Parents appreciate how much their children have progressed in their learning since attending. They value the information staff share with them, such as photos and daily updates about their child's day. However, not all parents are aware of the plans for their children's next steps in learning to enable them to continue to support their learning at home.
- Staff promote children's communication and language skills well. Staff engage children in frequent conversations and discussions throughout the day. They babble with babies and introduce new words for them to listen to and repeat. Toddlers enjoy listening to well-read stories and join in with songs and rhymes. Pre-school children are beginning to form complex sentences to express their needs and wants.
- Staff help children to develop healthy lifestyles. Children enjoy practising their gross motor skills as they climb on the indoor climbing frame and negotiate the slopes in the forest school area. Children follow good hygiene routines. They

understand the importance of washing their hands before eating and after using the toilet.

- Staff feel well supported in their roles. They benefit from regular training and opportunities for supervision sessions from leaders. This helps to build on staff's already good practice and improves the outcomes for all children.
- Staff act as good role models for children's behaviour. They remind children of the rules of the nursery and give children gentle age-appropriate reminders. Consequently, children behave well and play cooperatively with each other.
- Staff help children to develop their independence skills. They encourage children to carry out manageable tasks for themselves, such as putting on their own wellies before going outside to play and serving their own food at mealtimes. Children readily help to tidy away their plates after mealtimes.
- Staff place a strong focus on promoting children's personal, social and emotional development. Children approach staff with confidence. For example, they politely ask staff for help with putting on an apron before they join in with a painting activity. This shows that children are settled and have developed positive relationships with staff.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection issues. They can identify signs and symptoms which may indicate that a child is at risk of harm. Staff understand the procedure to follow should they have concerns about a child's welfare. Staff supervise children well and maintain a safe environment for them. The nominated individual has failed to notify Ofsted of a recent significant event. However, this has had no impact on children's safety and welfare because the nominated individual reported this to other agencies and appropriate action was taken to investigate the concern.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
improve knowledge and understanding of when it is required to notify Ofsted of a significant event.	01/09/2023

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

- gather more detailed information from parents about what children already

know and can do, to further inform the plans for children's learning from the very beginning

- extend the information-sharing with parents further so that all parents know their child's individual next steps and can support their learning at home.

## Setting details

<b>Unique reference number</b>	2654093
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10305750
<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>	75
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Castle House School Trust Ltd
<b>Registered person unique reference number</b>	2654095
<b>Telephone number</b>	01952 567600
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Castle House Nursery School registered in 2021. The nursery employs 14 members of childcare staff. Of these, two hold early years teacher status, one holds qualified teacher status and eight hold qualifications at level 3. The nursery is open from Monday to Friday, all year round, except for two weeks at Christmas. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Tompkin

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector had a learning walk with the manager to understand how the nursery operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector 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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