

Inspection of Castle Nursery at Perryfields

131 Perryfields Road, Bromsgrove, Worcestershire B61 8TH

Inspection date: 25 August 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children receive a friendly welcome from staff as they arrive at this warm and nurturing nursery. Parents bring children into their playroom and help them settle in, which supports children to feel safe. Staff communicate with parents as children arrive to share information, which helps to provide continuity in children's care and routines.

Children throughout the nursery are eager to get involved in activities of their choosing. Babies sit down with staff to join in singing their favourite rhymes and songs. Two-year-old children ask to paint. They independently squeeze their paint into a palette and use different brushes and their hands to make marks on paper. Older children immerse themselves in making their own dough to play with. They know what ingredients they need, that water makes the dough wet and that they can add more flour to make it less sticky.

Staff demonstrate high expectations for all children, which supports children to become ready for the next stage in their learning. They work in partnership with parents to support children who are toilet training. Pre-school children practise dressing and undressing themselves for physical activities in readiness for school. At mealtimes, they independently wash their hands, collect their own lunch boxes and learn how to open their own food packaging.

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

- Managers and staff are committed to valuing every child and what makes them unique. They spend time observing children so they know what they can do. Managers have established some foundations for a curriculum to support children's learning. However, managers and staff do not yet focus precisely enough on what they intend to teach children to extend their learning further.
- Staff provide excellent support for children's communication and language development. Babies enjoy sharing books with staff, which exposes them to new words. Staff working with two-year-old children focus activities on a particular word. They encourage children to practise saying the new word and use objects to support children in understanding concepts. Children also learn how to sign words so that they can communicate in other ways. This supports children to become confident and fluent communicators.
- Children develop an understanding of how to keep themselves and others safe. Staff explain to children that scissors are sharp or when water is hot, and children show they know not to touch it. Older children build towers and know to check their surroundings to make sure their friends are behind them before they use a hammer to knock their tower down.
- Children generally behave well in the nursery. They follow instructions from staff

when joining in with group activities and take pride in wearing the stickers they receive for their achievements. However, on some occasions, children can lose focus in their learning. For example, when they have finished an activity, it can take a long time for them to move on to something else because staff have not yet set up the next experience for them.

- Parents express gratitude towards the nursery. They appreciate the detailed information they receive from staff each day about their children's care. Parents access their child's learning records and recognise the progress their child has made in the nursery.
- All children have daily opportunities to access the outdoor environment, where they continue their learning. Children enjoy using chalks to make marks or explore how to sieve sand through different tools.
- The setting has a designated coordinator to support children who have special educational needs and/or disabilities. They work closely with staff to identify any gaps in children's learning at the earliest opportunity. The coordinator liaises with other professionals in a timely way to support parents and children to obtain the necessary support they need.
- Staff consistently comment on the high levels of support they receive from managers. They feel valued and appreciated and are grateful for the allocated time they have to complete additional training. Managers provide staff with frequent supervision. This gives staff opportunities to discuss their performance and any concerns they may have in order to address these in a timely way.

Safeguarding

The arrangements for safeguarding are effective.

Managers provide staff with a broad range of safeguarding training as part of their induction training. Consequently, staff have a sound knowledge and understanding of different safeguarding issues that children may be at risk of. They know the procedures to follow to report any concerns they may have about children's welfare to the right agencies. Managers use risk assessment to identify risks to children's health and safety, such as temperatures of sleep areas. They put appropriate measures in place to help keep children safe. There are rigorous recruitment procedures in place to enable managers to assess the suitability of staff who work with children.

What does the setting need to do to improve?

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

- build on the existing curriculum to help staff focus more precisely on what they intend to teach children to extend their learning even further
- review the organisation of routines and planning for the environment to keep all children continuously engaged and highly motivated in their learning.

Setting details

Unique reference number	EY290021
Local authority	Worcestershire
Inspection number	10307407
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	0 to 4
Total number of places	42
Number of children on roll	77
Name of registered person	Castle Nursery Ltd
Registered person unique reference number	RP904556
Telephone number	01527 871 006
Date of previous inspection	27 July 2022

Information about this early years setting

Castle Nursery at Perryfields registered in 2004. It is located in Bromsgrove, Worcestershire. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. There are 13 members of staff employed. Of these, one holds qualified teacher status, one holds a qualification at level 6, one holds a qualification at level 5, eight hold qualifications at level 3 and two hold qualifications at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Bennett

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 and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents spoke to the inspector and provided their views of the setting.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact of this on children's learning.
- The inspector held a meeting with the manager and two directors of the nursery and looked at relevant documentation and evidence of staff suitability.

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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