

# Castle Lane Day Nursery

Castle Lane Nursery, 9 Great Bowden Road, MARKET HARBOROUGH, Leicestershire,  
LE16 7DE



<b>Inspection date</b>	19 January 2016
Previous inspection date	28 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Parents comment that the nursery is excellent and they cannot praise the staff enough for what they do to support the children. Parents have many good opportunities to be involved in children's learning. They are invited to contribute to children's progress reports and learning records.
- The management team is very strong and highly motivated to provide the very best for children. Effective procedures for self-evaluation are embedded in practice and support staff to maintain this excellent provision. They continually evaluate their practice and seek ongoing training to enhance the outcomes for children.
- Children behave well as staff are good role models. They receive lots of praise and encouragement from staff during play. Staff sensitively teach them to successfully share and take turns, which builds children's confidence and self-esteem.
- The quality of teaching is good and some elements are outstanding. Children benefit from the highly positive interaction of well-qualified staff during their play. All children, including those receiving funding early education, make good progress from their starting points.
- Children with additional needs thrive, as parents, staff and other professionals work in close partnership. This ensures that children's individual needs are very well targeted.

### It is not yet outstanding because:

- Parents do not fully contribute to initial assessments of children's starting points.
- Systems for monitoring staff practice and children's individual progress are not yet rigorous enough to raise the already good quality of teaching and learning to an even higher level.

## What the setting needs to do to improve further

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

- enhance information gained from parents about their children's starting points to help progress children's learning even further
- build on systems already in place for monitoring staff practice and children's individual ongoing progress, so that the quality of teaching and learning is raised to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with both nursery managers. She looked at relevant documentation, such as, the nursery's self-evaluation, action plans, policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection. She also took account of their views from the nursery's own surveys.
- The inspector held discussions with staff members and children at appropriate times during the inspection.

### Inspector

Carly Polak

## Inspection findings

### Effectiveness of the leadership and management is good

The management team is committed to providing a high-quality provision. They are extremely driven and proactive in their approach. They have developed a culture of reflective practice throughout the nursery. All weaknesses identified at the last inspection have been met effectively with new action plans devised. This continuous improvement successfully builds on the existing provision and is very effective at improving outcomes for children. Furthermore, the nursery managers are committed to supporting staff to develop and improve their childcare knowledge through professional development. For example, some staff are undertaking higher childcare qualifications. This results in a staff team who uses their qualifications and skills to extend children's learning even further. Arrangements for safeguarding are effective. Staff have a thorough knowledge of child protection and the procedures to follow if they have concerns about a child's welfare.

### Quality of teaching, learning and assessment is good

Staff provide children with an incredibly broad and exciting range of activities and experiences. They use information gained from observations and assessments to plan a variety of stimulating learning experiences. Young toddlers show great listening and attention skills as they bring their favourite story to life through physical movement. Staff demonstrate their high expectations of children as they introduce language, such as slithering to describe children's movements. Staff liaise well with teachers from the local schools and adapt arrangements to mirror those of the school. These experiences and teaching qualities support children to make consistently good progress and be well prepared for their move to school. Management has developed effective systems to monitor and analyse the progress made by different groups of children. This allows them to identify and quickly target any gaps in children's learning.

### Personal development, behaviour and welfare are good

Staff place a high priority on supporting children's physical and emotional well-being. They have used recent training to introduce new initiatives to help children understand the importance of physical activity. Children are given plenty of opportunities for fresh air and exercise. In addition, they are learning valuable skills that enable them to make healthy lifestyle choices. Staff recognise when children need additional support to help them cope with changes in their lives. They help children create their own personal area where they can go if they are feeling angry or upset. Mealtimes are successfully used to promote the children's social development and help children to develop their independence. Children moving between rooms are supported exceptionally well. Staff work closely together alongside parents during this time. This helps build children's self-confidence so they are emotionally ready for the move.

### Outcomes for children are good

Children in receipt of the early years pupil premium funding are provided with effective support that is tailored to their individual needs. Any gaps in attainment are closing. All children, given their starting points and capabilities, are making good progress. They are developing the key skills needed for their next stage of learning.

## Setting details

<b>Unique reference number</b>	EY372240
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1028306
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	90
<b>Number of children on roll</b>	225
<b>Name of provider</b>	Castle Lane Day Nursery Ltd
<b>Date of previous inspection</b>	28 October 2013
<b>Telephone number</b>	01858 468 006

Castle Lane Day Nursery was registered in 2012. The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3, including three with a degree in early years. The nursery also has a before and after school club. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The after school club is open from 8am till school starts and from 3.30pm to 6pm during term time and for full days during school holidays.

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