



St Teath Children's Centre

Inspection report for early years provision

Unique Reference Number EY307272
Inspection date 10 March 2006
Inspector Sara Jane Frost

Setting Address St. Teath Pre-school, North Road, St. Teath, Bodmin, Cornwall, PL30 3JX
Telephone number None yet
E-mail
Registered person St Teath Pre-School
Type of inspection Integrated
Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

St Teath Children's centre opened in 2005 and operates from a purpose built building, owned by Sure Start. It is situated in the small rural village of St Teath. A maximum of 16 children may attend the centre at any one time. The children's centre offers, full-time, sessional and out of school care. It is open each week day, from 08:30 until 17:30 for 50 weeks of the year. Children share access to a secure enclosed outdoor area.

There are currently, 38 children aged from 2 to under 8 years on roll. This includes the children, who attend the after school and holiday clubs. Of those on roll, 5 children receive funding for nursery education. Children come from the local area. The nursery currently supports children with special needs. There are no children who attend for whom English is an additional language.

The children's centre employs 5 staff, of whom 4 are care staff with a level 2 or above qualification in early years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn satisfactory hygiene procedures, such as washing their hands before snack and after using the toilet. However, when two children began spraying saliva towards each other, no explanation was offered by staff about the risk of spreading germs.

Children benefit from the healthy snacks provided, including a good range of fresh fruit. Lunch time meals are provided by the children's parents or carers. Children who attend the after school club are provided with a range of suitable cold snacks. At the present time, the nursery is not able to offer hot meals. Meal times are used as a social occasion. Children understand the importance of accessing fresh drinking water particularly after physical activities. However, fresh water is not always readily available.

Staff follow clear and effective procedures should a child fall ill at the provision. By maintaining a calm, caring and practical approach, staff are able to reassure the child until their parent or carer is able to collect them. However, the setting is not meticulous over arrangements for obtaining consent from parents. For example, written parental permission is not sought every time a new course of medication is required. All staff are first aid trained but, children's health is put at risk, as not all accidents are recorded and shared with parents or carers appropriately.

Children regularly experience fresh air as they actively use the outdoor facilities. They experience a range of activities to develop their large muscles for example, by moving around obstacle courses and accessing a range of wheeled toys.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in a new purpose built single storey building. All areas are bright, clean and well maintained. Staff ensure all areas of the setting are safe and suitable for children's use. For example, any spillage is cleaned up immediately by staff. Regular risk assessments and the security systems to all rooms ensure children are well protected. Children and staff practise regular fire drills, although the records are limited in detail with regards to the outcome of the

evacuation process. Older children who attend the after school care are collected and accompanied by staff.

Children are able to access a wide selection of toys and games in good condition. Resources are sorted and stored in labelled containers, allowing children to make independent play choices.

Children are well protected by the staff's knowledge and understanding of child protection procedures. A designated member of staff co-ordinates child protection issues, however all members of staff have a good understanding of the procedures to follow.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled and happy at the nursery. Most enter the setting confidently and eager to participate in available activities. Younger children receive individual support from staff. For example, by spending time, playing bat and ball with a child who was initially reluctant to seek outdoor activities, staff were able to give him the confidence to move on to other outside activities and achieve a sense of satisfaction. The delight on the child's face after constructing a tower of cones all by himself said it all. By providing materials accessible to children, staff give children the opportunity to experiment. For example whilst children were playing at the play dough activity a child was able to access a pot of glitter from the craft drawer and change the visual effect of the play dough. He was further encouraged by staff to develop his language skills by describing the effects of adding the glitter to the play dough.

Older children, who attend after school and during the holidays, have access to a range of age appropriate games and craft projects. They particularly enjoy the weekly dance session.

Nursery education

Staff have a sound knowledge of the foundation stage and the stepping stones. They show a clear understanding in theory. However, areas identified through discussion with staff around the planned programme did not materialise during the inspection. For example, to help develop children's understanding of 'family life'. The purpose of using kitchen utensils found in the home at the printing activity was to stimulate discussion around family life. This did not happen in fact very little conversation took place around the child's home life and family.

Staff plan a varied and balanced range of activities that cover most areas of learning. Sessions are organised to give a balance between adult led and child initiated activities. Staff are beginning to use observations and assessments of children's progress, targets are not identified and therefore not linked to planned activities, as a result, not all children are sufficiently challenged.

Children enjoy listening to stories and rhymes. Their enjoyment and enthusiasm when joining in with 'going on a bear hunt' captured the children's attention and

engaged them fully. Opportunities for children to recognise their own names are limited to labels on coat pegs which they share with other children and self registration, a task, children complete with their parents or carers. Children are gaining skills for writing as they draw circles and shapes with pencils and crayons.

Children learn about shapes and sizes. They correctly identify 'square' and 'triangle' as they make sandwiches for snack and are able, to compare the sizes of the sliced bread. Some children are able to recognise simple patterns and are able predict additional sequences. Some children are able to confidently count up to 5, however more able children were not encouraged to develop their number extension, particularly when creating their own individual number line. Opportunities were not explored to develop mathematical problems particularly for the more able children during every day routines for example, at snack or circle time.

Children learn about technology as they use the computer independently. Some children are confident using the mouse and can access simple programmes.

Children have opportunities to develop their physical skills such as running around outside and using various wheeled resources. They gain fine muscle control as they use small tools for cutting, spreading and pouring. Children enjoy playing with a range of materials such as sand, water and 'gloop'.

Helping children make a positive contribution

The provision is satisfactory.

Children are beginning to form good relationships with staff and each other. Staff show sensitivity towards children's needs. Children are given time to feel safe and secure in the nurseries surroundings. For example, for child to feel secure, staff acknowledged she needed to hold onto her 'cuddly toy'. At snack time, an additional chair was found so that the said toy could sit next to her. Children's spiritual, moral, social and cultural development is fostered well, for example, children responded to the staff's request, and were able to enter the room quietly, so as not to disturb a sleeping child.

Children's behaviour on the whole is good. The younger children are still learning to grasp the difficult concepts of sharing and taking turns. At times, this has a knock on effect for the older children as the staff's attention is drawn elsewhere. Good behaviour is encouraged and praised, the use of stickers as rewards has proved a beneficial aid to reinforce positive behaviour. Staff gain children's attention by engaging eye to eye contact.

Children learn about diversity through planned programme of celebrations and festivals.

Partnership with parents is satisfactory. Parents have been made aware of the changes the setting has recently had to make. At present parents receive mostly verbal information about the nursery. There is a notice board in the hall area displaying various information, including mid term plans for nursery education and staff's certificates and courses attended, for example, first aid, health and safety and

basic food hygiene. There is a system in place for parents to share information about what their child knows and can do on entry to the nursery. However this is not always completed or followed up by the nursery. As a result, this information is not available to provide a starting point to plan and monitor all children's progress when they begin to access nursery education. The setting is in the process of producing a prospectus which will provide relevant information about the provision including care and nursery education.

Organisation

The organisation is satisfactory.

The setting has gone through a difficult period of transition, particularly around employment. The change in emphasis of the age range of care provided has led to a major reduction in staffing. The setting notified Ofsted in writing on some of these changes, however, the staff changes and roles were not clarified. All staff have level two or above qualification. The deputy, who has sole responsibility at times throughout the week, is working towards a level three qualification. Most of the required documentation is available, some are currently being up dated.

The setting is well organised, in preparation for the children each morning. However, at times the organisation of staff around specific daily routines affects the range of care and education offered to the children. For example, prior to snack, staff are involved with 'tidying away', preparing the tables, children are encouraged to take part but often results in them running around without any direction. The planned routines ensure all sessions, including the after school club, give children the opportunity to experience a range of interesting activities.

The leadership and management of the nursery is satisfactory. With the changes of roles and responsibilities for all staff it has been an unsettling time. Staff have attended training and are involved in planning for the curriculum to help children develop in all six areas of learning. Staff receive one-one discussions with manager to discuss their practices. However as yet no formal staff appraisals system has been introduced. The manager and staff are eager to provide a good service, they are receptive to guidance and advice offered by Cornwall's Children and Family Services. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- produce an action plan showing how persons with sole responsibilities meet the required qualifications
- ensure all records of accidents are recorded appropriately and develop a system to ensure the administration of medication is monitored and reviewed

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that planned activities offer sufficient challenge to the more able children
- develop systems to ensure that information gained is from parents about what their child knows and can do on entering the setting, and that it is used to guide planning and set individual targets
- provide opportunities to develop mathematical concepts during everyday routines such as during snack and circle time

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