



Trenance Childcare

Inspection report for early years provision

Unique Reference Number	EY333418
Inspection date	25 September 2006
Inspector	Linda Janet Chauveau
Setting Address	Trenance Childrens Centre, Trenance Road, Newquay, Cornwall, TR7 2LU
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Registered person	Trenance Childcare Committee
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 good. 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?

Trenance Childcare opened in 2006 and operates from a building in the grounds of Trenance Infants School in Newquay in Cornwall. It operates from three rooms in a purpose built Children's Centre. A maximum of 46 children may attend the provision at any one time. The setting is open each weekday from 08:00 until 18:00 for 50 weeks of the year. All children have access to a secure outdoor play area. There are currently 86 children, from birth to five years, on roll. Of these, 34 children receive funding for nursery education. Children come from a wide catchment area, and most parents work or live in the local area. The setting also supports children with learning difficulties and/or disabilities. The setting employs 13 staff including the manager, over half the staff hold appropriate early years qualifications. Two members of staff are working towards a qualification. The setting receives support from an advisory teacher from the local authority, and the Pre-school Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for by staff who have a sound understanding of the setting's health and hygiene policies. Children are kept safe from infection as staff clean the playrooms regularly during the day. Children's health is safeguarded by staff who hold current first aid certificates and take note of information about children's health and dietary needs.

Comprehensive record keeping systems are in place to keep parents informed of accidents and the administration of medications.

Older children are independent in self-care skills, for example washing their hands before snack and after visiting the toilet and by taking tissues to blow their noses. Younger children are well supported by staff who work with key age groups. Staff promote their good health by following individual routines for rest and feeding, and by following good practice when changing nappies, using recyclable nappies whenever possible. Children have a snack of fresh fruit and a drink but are not encouraged to think about the benefits of healthy eating. At lunchtime parents provide a packed lunch, which can be stored hygienically on site, staff monitor contents for suitability. Older children confidently pour their own drinks from jugs, in order to quench their thirst throughout the day.

Children have regular opportunities to learn about keeping healthy by enjoying exercise and time spent in the fresh air. Physical development is promoted. Children have daily opportunities to participate in outdoor games. However, the outdoor play area has not yet been fully developed to offer a stimulating and challenging environment to help build children's physical skills. Children are developing a good awareness of space. They learn to move with confidence and control in a variety of ways as they climb on balance beams and ride bikes, indoors, they dance and move to songs and rhymes. Older children do not have opportunities to develop strength by using physically challenging equipment. Children competently use a variety of tools, for example, scissors, pens and threading activities to develop small muscle control.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an extremely clean, very well maintained and presented environment, which is carefully organised to enable them to move around freely and safely within designated areas. Older children have many good opportunities to access toys and resources from storage units and cupboards. Younger children play with an excellent variety of well-presented activities at floor level, to provide safe and easy access. The extensive range of toys and equipment provided is regularly checked by staff and maintained in very good condition.

Children benefit from a very good range of safety measures. For example, the reception area is fully secured and monitored by video cameras; all internal doors giving access to the areas used by the children are secured with swipe card entry systems. All visitors are carefully monitored and vetted by the manager and senior staff. Children learn about fire safety as they participate in regular drills. They respond promptly to instructions given by members of staff

and are able to quickly, and sensibly line up when going outside to play. All staff are vigilant in following the settings safety procedures and the manager carries out thorough and regular risk assessments, as a result, risks to children are minimised.

Children are very well protected from possible abuse or neglect. Management and senior staff co-ordinate child protection issues; they have a sound understanding of the procedures to follow. As part of the setting's induction procedures, all staff are made aware of the comprehensive child protection policies and procedures to follow if they have concerns about a child.

Helping children achieve well and enjoy what they do

The provision is good.

All children enjoy their time at the setting. Younger children take part in a variety of activities that stimulate and engage their interest. A curriculum, relating to the early years guidance, the Birth to three matters framework, is planned for them. Staff make observational records of children's development and share daily diaries with parents. Communication skills are developed by staff as they sit and cuddle babies, singing and talking to them, looking at books, making sounds and vocalising whilst maintaining good eye contact. Mirrors at floor level help develop babies' sense of self. Toddlers and babies enjoy the challenge of climbing up and sliding down the indoor climbing frame, and using rockers and seesaws as they develop strength, co-ordination and confidence. Older children who receive wraparound care at the setting benefit from a planned daily timetable offering a variety of fun activities, including craft, games and outdoor play.

Nursery Education

The quality of teaching and children's learning is satisfactory. Children follow a planned curriculum, which is designed to cover all areas of learning and links to the stepping stones towards the early learning goals. Weekly target activities focus on key learning intentions. Staff have started to make developmental observations on some children but these have not been used to plan individual progress targets for them. Staff tailor activities to meet younger children's needs, but do not always offer sufficient challenge for older and more able children. Staff ensure sufficient variety and choice is available to stop children becoming restless.

Children are starting to develop confidence and self-esteem. They enjoy relating to staff, discussing favourite superheroes and home life. They take great pleasure in looking at a photo display of themselves and finding their friends' pictures. Staff support children in developing self care skills, for example, when visiting the toilet and getting changed for PE. However, children are not able to develop independence at snack time when staff prepare and present their fruit and drink. Writing is given purpose through the clear labelling of resources and equipment throughout the setting. Children that are more able can read their own names and sound out the initial letters in their names; staff are introducing all children to the initial sounds of letters supported by actions. Children enjoy listening to stories and singing familiar nursery rhymes.

Children are starting to develop an awareness of number through planned activities such as counting and matching groups of objects. However, staff do not make use of everyday routines, such as snack and circle times, to introduce the concept of problem solving and calculation. Children have opportunities to develop technology skills using the computer to complete simple programmes. They explore and investigate, looking at a variety of magnets and iron filings and discussing changes when rain becomes ice and then melts. Children show interest in people familiar to them as they discuss home life with staff and have planned opportunities to learn about the wider world. Staff make good use of circle times to introduce children to the concepts of time and place, discussing the weather and date. A well-resourced role play area provides children with opportunities to develop their imaginations. Children enjoy exploring sound and rhythm, singing and dancing to familiar songs and joining in with nursery rhymes.

Helping children make a positive contribution

The provision is good.

Children have good relationships with staff and each other. Children's key staff have sound knowledge of their individual needs. All children are warmly welcomed and fully included. Staff take time to ensure that children new to the setting are fully settled in. Children's behaviour is generally good. They respond well to staff, older children happily follow simple instructions, for example when tidying up or lining up to go outside. Staff gently support younger children when learning to co-operate with others, taking turns and sharing. Staff manage children's behaviour in a calm and consistent way, they lead by setting good examples. Good behaviour and manners are praised and rewarded, helping to raise self-esteem and confidence.

Children have access to a range of resources, such as role play clothes, books and small world toys and planned activities to learn about their local community and the wider world. Children with learning difficulties and/or disabilities are well supported and fully included in all activities. Key staff work with parents and other professionals to plan strategies to promote children's development. The setting fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. This contributes to children's well-being at the setting. Comprehensive enrolment information for parents covers all operational aspects of the provision. Staff obtain good information from parents on their child's capabilities by the completion of an entry "All About Me" booklet. Children benefit from effective ongoing information sharing about the setting and the education programme provided. Parents receive newsletters and target books with suggestions for activities to do at home in order to help children with their learning. Staff organise regular review meetings so that parents can look at developmental records and discuss children's progress. Parents also receive an end of term report for children receiving nursery education. All parents are kept fully informed about their children's time at the setting through daily verbal feedback and diaries completed by key staff.

Organisation

The organisation is good.

Children are cared for in a very well organised environment. They make good use of the space available to initiate their own play, and participate in more structured activities. The majority

of staff are clear about their roles and responsibilities and deliver the daily curriculum with confidence. This enables children to access a balanced range of planned and free choice activities throughout the day. All legally required documentation, which contributes to children's health, safety and well-being, is in place and regularly reviewed. Comprehensive employment, induction and appraisal systems for all staff ensure their on-going suitability and professional development. Staff's understanding and implementation of policies and procedures means that children are well cared for and the setting operates successfully.

Leadership and management is satisfactory. Children benefit from being cared for by a committed and qualified staff team. The manager, employed by the setting, is responsible for planning and evaluating the education curriculum. She regularly participates in education sessions to offer advice and support. She is supported by a teacher employed at the Children's Centre through the Sure Start initiative, and by the chair of the committee, who is the head teacher of Trenance Infants School. Support staff from local Family Services also provide help and advice. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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):

- continue to develop the outside play areas to provide a stimulating environment for children (also applies to nursery education).

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):

- develop snack time as a learning opportunity to promote; children's independence and social skills, through preparing and serving their own food and drink, their awareness of healthy eating and their understanding of number and simple calculation
- develop systems to show how developmental targets are set and assessed in order to help all children to progress towards the early learning goals, and to show how older and more able children will be offered sufficient individual challenge.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk