

# Treloweth Integrated Neighbourhood Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY277671
<b>Inspection date</b>	10 July 2007
<b>Inspector</b>	Lynne Stephanie Bowden
<b>Setting Address</b>	Treloweth C.P. School, Higher Broad Lane, Redruth, Cornwall, TR15 3JL
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<b>Registered person</b>	Happy Days Day Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Treloweth Integrated Neighbourhood Nursery is one of 18 nurseries run by Happy Days Nurseries Ltd. It opened in 2004 and operates from the nursery building sited on Treloweth County Primary School. It is situated in Redruth, in Cornwall. A maximum of 80 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 until 19:00 for 51 weeks of the year. All children share access to a secure enclosed play area.

There are currently 143 children from birth to eight years on roll. Of these 65 children receive funding for nursery education. In addition children aged up to 14 years may attend The Pirates Out of School Club. Children come from the surrounding areas. The setting currently supports a number of children with learning difficulties or disabilities.

The nursery employs 22 staff. All staff have early years qualifications to NVQ level 2 or 3. The setting receives support from an advisory teacher employed by the nursery and from the Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children benefit from and thoroughly enjoy the excellent healthy, nutritious snacks and meals, such as a variety of fresh fruit and vegetables for snack and freshly prepared spaghetti bolognaise for lunch. These meals are prepared from scratch with fresh ingredients, by a committed and able cook, who is extremely keen on children eating and enjoying nutritious food. Children's specific dietary requirements are conscientiously noted from information provided by parents. These are very effectively displayed near food preparation areas in both their playrooms and in the kitchen where the cook carefully plans meals and recipes to accommodate them. Children are learning about healthy diets, with some informing their parent's about how healthy some foods are. Snack time is a sociable occasion, where staff follow exemplary practice, ensuring that all children are involved in preparing fresh fruit, for example babies are shown and handle fresh fruit and watch it being prepared. When shown a banana, they try to say "banana, chop, chop" while making chopping motions with their hands. The banana is passed around for each child to handle, smell and hold, before the member of staff encourages them to watch her peel it and chop it up ready to serve them, explaining what she is doing all the time.

Highly conscientious staff ensure that babies and young children are able to follow their individual sleep and rest routines, using information from parents and their knowledge of the children. Excellent organisation of rooms and cooperation between staff ensures that during the peak rest time, afternoon, young children can rest and relax in a quiet and peaceful room, whilst more active children are able to continue playing energetically. Because the dedicated staff provide suitable clothing for all weathers, children thoroughly enjoy and benefit from daily outdoor play and exercise.

A range of activities are planned to promote children's physical development. Enthusiastic staff promote children's physical skills and development. Children develop their spatial awareness and control of wheeled vehicles, staff encourage them to play with pedaloes, hoops, balance and climb on and through fixed equipment, tyres and bouncers. Staff note and enthusiastically celebrate all children's achievements and identify the next step to challenge them.

Children have a very good awareness of personal hygiene, for example they know when they need to blow their noses and dispose of tissues appropriately. This includes some children under two years old, who proudly and conscientiously dispose of their tissues in the bin. Staff encourage this independence by ensuring that they can access both tissues and the bin with close supervision.

Children's health is safeguarded by all staff holding current first aid certificates and following the detailed and effective health procedures. Records show that procedures for the administration of medicines are meticulously followed, by highly conscientious staff. Medicines are double checked by a senior member of staff, who counter signs records, so ensuring that correct medicines and dosages are given.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Staff make excellent use of outdoor areas, children have daily access to outdoor facilities, with older children able to move freely between their playrooms and the outdoor play area. This is due to the superb deployment of staff, use of two way radios and the very highly effective arrangement of fencing and gates, safely guiding children between these areas.

Staff conscientiously follow the effective policies and procedures to keep children safe. Very regular evacuation drills are recorded in detail in the fire log, so that staff identify and address any problem times effectively, such as nap time.

There is a very good quality range of age appropriate toys, resources, furniture and equipment available. Staff and very young children can access resources in safety, they are very well organised and stored tidily with both picture and word labels, so that even very young children can easily find and select resources.

Resources are checked by staff as they are put out and there is a very effective system to ensure that any repairs are identified and brought to the attention of the maintenance team.

Staff receive robust training at induction and demonstrate exceptionally secure knowledge of the setting's child protection policy and procedure, along with confidence and high commitment to safeguard children's welfare. They are very well supported by the manager who, with her experience of child protection issues, works very effectively with other agencies to promote the safety and wellbeing of children.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are very happy and confident, smiling as they arrive at the setting. They settle in with ease and have good relationships with staff and each other. They are cared for in familiar groups organised according to their ages and development levels, and staffed by familiar adults who know the children very well. A highly effective system is in place from the time that a child starts at the setting, to assess and monitor children's needs and progress and identify targets for their development. This system is followed consistently throughout the setting, initially using the Birth to three matters framework, then progressing to incorporate the Foundation stage.

Staff are highly committed to promoting children's independence, they have appropriately high expectations of them and children enjoy rising to the challenge and receiving meaningful praise for their achievements. At snack time children from 12 months old up, happily help to pass out their drink bottles and beakers, recognising their own and each others drink containers. Older children set the tables and help to dish up their own meals. Children also develop independence as they enjoy accessing the extensive and interesting range of resources. From the earliest ages children are aware of and familiar with the daily routine which has varied pace, including times to be active and relax.

## **Nursery Education**

The quality of teaching and learning is outstanding. Each member of staff has a thorough, detailed knowledge and awareness of their key children's level of development, interests and preferences, along with a general knowledge of other children in their setting. This enables

them to plan appropriate, challenging and interesting activities for their key children. These highly motivated staff make very clear records with detailed observations of children's attainments in relation to stepping stones. The preschool manager uses this information very effectively to plan a balanced, full, wide and challenging range of activities, which covers all areas of learning.

Staff have a very thorough and detailed knowledge of the Foundation stage. Highly skilled staff use their thorough and detailed knowledge of individual children, highly effectively to encourage their participation, appropriately asking them questions and introducing new words to develop their vocabulary.

Children are positive, enthusiastic learners and show interest in what they do, explaining where they have booked to go on holiday after visiting the travel agents in the role play area and what they need to wear for a hot sunny holiday. They are all constructively and happily involved in an interesting range of activities, choosing and playing a variety of musical instruments, discussing the sounds and the rhythms that they create. They experiment and explore at the sand tray and confidently use the computer.

At circle time children enthusiastically and confidently identify colours and volunteer information about where else they see those colours, such as the sky is black at night. Children refine their fine motor skills through craft activities as they create card sunglasses, construct three dimensional models with cogs and manipulate small world toys. Children are developing awareness of two dimensional shapes as they experiment and create patterns and draw around them. They thoroughly enjoy using pencils and paper in the writing area, creating menus and labels for the café and travel agents and attempt to label their own work, with increasing ability as they develop their skills. Children also enjoy experimenting at creating shapes and marks as they play with and use magnetic drawing boards.

Staff enthusiastically encourage children's imaginative play as they instigate pretending to be and forming a human train, which travels around the outdoor play area, taking everyone on holiday. Children speak up with confidence, listen to stories with rapt attention and identify rhymes in the story. Children quickly find their names to both register themselves, use activity selection board and record when they have had snack.

### **Helping children make a positive contribution**

The provision is outstanding.

There is an excellent range of resources to teach children about other cultures, lifestyles and abilities and disabilities. The setting welcomes and caters for children from the well established local travellers' community. Children are learning about local celebrations such as Trevithick day and that there are different languages and lifestyles, with older children beginning to count in a variety of languages. As a result they begin to appreciate their own culture and the culture of others and accept, value and respect diversity and difference. Spiritual, moral, social and cultural development is fostered.

A highly effective special needs policy is in place and the statementing process is coordinated by the very knowledgeable special needs coordinator. Very clear, detailed individual development plans are used to maximise children's potential and progress and ensure that appropriate action is taken. Staff and children in all areas use sign language as a matter of routine, this enhances all children's communication skills and ensures that children with learning difficulties or English as an additional language are fully included and welcomed in the setting. All staff are dedicated

and fully committed to ensuring that all children are integrated into the setting. They have highly effective relationships and work closely with a wide range of professionals to meet these children's needs, making suitable adaptations to activities, resources and staff deployment to do so.

Children are well behaved. Staff give clear explanations of what is acceptable and ensure that children have a clear understanding of what is expected of them. Staff are very good role models. They are calm and consistent in their approach and focus on positives, praising positive behaviour and consistently rewarding children with verbal praise, smiles, stickers and mentions in the smile file. They have high expectations, appropriate to children's ages and levels of development, which the children live up to. The staff instinctively encourage independent and responsible behaviour, through the setting's daily routines and children respond well to being chosen to be daily special helpers.

When behaviour issues are identified, staff sensitively approach parents and are highly supportive as they work effectively with them to address the issues.

Partnership with parents and carers is outstanding. Parents receive a professional, well presented, highly informative and reassuring prospectus, which includes information about the setting's policies, procedures and information about the nursery education provision. Daily diaries go home with young children with detailed information about their daily routines. If parents raise concerns about their children, staff listen attentively and respectfully to their worries, taking them seriously and reassuring parents that appropriate steps will be taken to ensure that their children are happy. When children start at the setting staff consult very effectively with parents to complete entry assessments. This involves parents being asked for information about their child's development and involved in identifying targets for development. Highly effective systems are in place to keep parents fully informed and continually involved in their children's care. Termly meetings are held when parents and key workers discuss children's progress and future targets. If parents are unable to attend these meetings, highly motivated staff make alternative arrangements to share information with parents.

## **Organisation**

The organisation is outstanding.

The exemplary, robust induction and training that staff receive ensures that they are very well equipped and knowledgeable, so enabling them to become effective members of the committed team of staff. Highly motivated staff work effectively together to ensure that all areas are covered and children are suitably supervised and cared for. Well developed and consistent systems and routines used in each room, ensure that if necessary any member of staff could work effectively in any area, though every effort is made to ensure that children are cared for by staff that they know very well. The setting meets the needs of the range of children for whom it provides.

Leadership and management are outstanding. The extremely committed, dynamic, passionate and skilled setting manager has a clear vision and commitment to providing excellent care in her setting. She motivates staff and children very well, builds committed teams and acts as an excellent role model. With her team of loyal, committed and knowledgeable staff she sets very clear directions and action plans, leading to improvements in the organisation of nursery education and the outcomes for children. She is supported very well by the organisation and owners.

Staff deployment is very well organised, with the setting manager being supernumerary. This enables her to be highly effective in dealing with administrative and general management tasks and have sufficient time and space to observe and support her team of staff. Staff are encouraged and able to take time to step back and observe practice in the setting. This exceptionally reflective practice is also supported by the use of close circuit television footage in training.

### **Improvements since the last inspection**

At their previous inspection the setting agreed to continue to develop systems to ensure that parents are aware of policies and procedures relating to the operation of the nursery, consequently parents continue to be well informed.

### **Complaints since the last inspection**

There have been no complaints to report made to Ofsted since the last inspection.

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.

## **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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)