

Lizard C.H.I.L.D Trust

Inspection report for early years provision

Unique Reference Number	EY223035
Inspection date	13 November 2007
Inspector	Heather Tanswell
Setting Address	St. Michaels VC C of E Primary School, Penberthy Road, Helston, Cornwall, TR13 8AR
Telephone number	01326 573338
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Registered person	The Trustees of Lizard C.H.I.L.D. Trust
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 good.

WHAT SORT OF SETTING IS IT?

Lizard C.H.I.L.D. Trust Day Nursery and Out of School Club opened in 2001 and operates from its own modular building in the grounds of St. Michael's School, in Helston, Cornwall. A maximum of 36 children may attend this setting at any one time. The nursery opens each weekday from 08:00 and 18:00, 50 weeks a year. Funded sessions are from 09:00 until 11:30 and 12:30 until 15:00. The children use the nursery garden area, the school playground and field for outdoor play.

There are currently 150 children from six months to 11 years on roll. Of these, 29 children receive funding for nursery education. The setting currently supports a number of children with learning difficulties and/or disabilities, and a number of children who speak English as an additional language.

The nursery employs 20 staff, 18 have early years or play work qualifications to NVQ Level 2 or 3 and five staff are currently working towards a qualification. The setting receives support from an advisory teacher from the Local Authority Family Services and the Pre-school Learning Alliance(PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well cared for on clean and tidy premises where staff take pride in their work. Children's good health is promoted because staff follow well-established daily hygiene routines to minimise the risk of cross infection. In the baby room, staff use disposable gloves and aprons when changing nappies and clean the mat between uses thoroughly. Older children understand that by wiping their noses, disposing of paper tissues and towels properly, and washing their hands thoroughly using liquid soap that they promote their own good health. Children receive appropriate care in the event of an accident as staff attend first aid training and keep a well-stocked first aid kit.

Children thrive on the healthy meals and snacks provided for them in sufficient quantities to meet their growing needs. Snacks include a variety of fresh fruits each day accompanied by water, cows or Soya milk, respecting children's personal needs. Hot meals, freshly prepared on the premises at lunch times and after school ensure children eat a balanced and nutritious diet. Children tuck in with relish to meals such as cheese and potato layer or shepherd's pie, accompanied by a selection of fresh vegetables. Older children help themselves to drinking water throughout the day to ensure they stay hydrated. Baby's meals are freshly prepared and served appropriately, either chopped or liquidised to suit their stage of development.

Children explore, test, and develop physical control and staff ensure there is daily opportunity for vigorous exercise both inside and outside. Children run about freely in the playground, dance, and play circles games, ride bikes, and climb in the nursery garden.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play securely and safely, because staff closely monitor the door at arrival and departure times, and keep it locked during the sessions. The garden is checked to ensure it is safe and secure before children go outside. Children move safely around the indoor environment and staff rearrange the furniture to create appropriate space, for example, when children are taking exercise indoors on wet days.

Children demonstrate an increasing awareness of keeping themselves safe, for example, by taking care when handling scissors. Staff make imaginative use of characters from books to re-enforce health and safety rules. However, fire evacuations do not take place often enough to take into account the patterns of attendance of children and staff to ensure they all know exactly what to do if an emergency occurs.

Children gain safe and make ready use of the good quality toys and equipment appropriate for their age and stage of development. Children's welfare is safeguarded. Staff are clear about their roles and responsibilities to keep children safe from harm or abuse, to promote their well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages enjoy their time at the setting. They experience a wide range of interesting activities that contribute successfully to their overall development and learning. Children of all ages have access to sensory experiences as they explore materials such as bubbly water and sand. Babies play social games such as peek a boo, wriggle and kick with enthusiasm to playful songs and rhymes such as 'Bouncing Along To The Big Red Tractor'. Through these games and by copying the actions of key workers, babies' co-ordination develops as they clap their hands together, and sway side to side along with the music.

Children have ready access, from low-level storage units, to a wide range of natural and manmade resources and tools to support their play. Units are clearly labelled with words, pictures and symbols to help children find, match, and sort out what they would like to do next and tidy away. Children enjoy close relationships with staff who know them well and begin to form firm friendships that continue into school. Staff plan to a central theme and know how to differentiate their planning to include children of different ages and abilities in adult led and large group activities.

Nursery Education

The quality of teaching and learning is good. The emphasis staff place on children's personal, social and emotional development is reflected in how resourceful and independent children become, especially in their ability to find their own solutions to problems such as when a tap will not turn on and they need to wash their hands. Children are eager to learn, chatty, self-assured in their play and confident to try out new experiences. They seek out the tools they need to complete tasks to their own satisfaction and use resources imaginatively. For example, a cardboard tube placed in the sandpit as a resource to dig and pour through becomes a rhythmic musical instrument, then provides children with a different perspective through which to explore the room. Children concentrate very well, are curious and keen to learn.

Children make sense of the world around them by creating colourful and individual artwork. They handle and connect cogs, exploring with interest how circular motion works. They use fine tools such as scissors and pencils adeptly to snip and cut out shapes in paper and draw inside stencils before colouring them in. Children are beginning to use numbers to count aloud to 10 in some meaningful activities. Although daily routines are used effectively to encourage co-operation and participation, they are not as well planned or organised so that children can begin to compare numbers, or match and sequence numerals to extend their mathematical understanding and skills. Staff help children develop language as a tool for communication and thinking. Children are lively conservationists, talk about characters in books, sing action rhymes, and listen attentively to stories, which expand their vocabulary and understanding of their experiences of the world. Although children are beginning to recognise their own names, staff do not routinely plan to encourage children to playfully distinguish or imitate phonic sounds or recognise the corresponding symbols to promote early literacy.

Staff have a very good understanding of the stepping stones towards the early learning goals and how young children learn through play at activities that inspire and maintain their interest. They work well as a team to plan a wide range of interesting and worthwhile activities linked to a central theme and covering all areas of learning. Staff make regular notes of each child's achievements linked to the stepping stones. They use the information to inform parents about their child's progress in monthly reports and plan next steps in learning for groups of children.

However, the system is not used as effectively to set targets and influence planning to meet individual gaps in learning in liaison with parents. Staff make skilful use of questions and discussion to promote children's learning. They organise the play environment particularly well to promote independent learning and as a result, advance children's confidence and sense of high self-esteem.

Helping children make a positive contribution

The provision is good.

Children are highly valued by the friendly, welcoming staff who show them great concern for their individual care needs. Effective settling in procedures, which sometimes include home visits to find out about children's routines, home languages and additional needs ensure children and their families feel valued and their views respected. Children learn about their own culture, the cultures of other people, religion and life experiences as they handle a range of resources and take part in activities that show positive images of how people celebrate and live their lives. For example, children commemorate a variety of Saints days, the Chinese New Year, have fun learning about Flora Day and listening to music from other cultures.

Children receive praise and encouragement for their efforts from staff who are positive role models. As a result, children show respect for one another, are mannerly, make friends, take turns, co-operate and tidy away as part of the daily routines. Spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They are encouraged to share information about their children's achievements when they join the group and are given information about the activities their children are offered and the curriculum they follow. Parents receive a monthly report that outlines what they have done and celebrates achievements. Parents view their children's assessment records, which are colourfully illustrated with photographs of them at play accompanied by their comments. A daily sheet sent home with younger children ensures parents stay fully apprised of their child's care routines and activities.

Organisation

The organisation is good.

Children feel at home in the well-organised environment. This means they are confident to initiate and extend their own play and learning and making good progress. Children benefit from high ratios of adults to children and the care of suitably qualified staff who show great commitment to their work with children by attending relevant training and qualification courses to extend their knowledge and skills.

All legally required documentation, which contributes to children's health, safety and wellbeing, is in place and regularly reviewed. Policies and procedures are used effectively to promote the welfare, care and learning of all children. The setting meets the needs of the range of children for whom it provides.

Leadership and management are good. The management team co-ordinates the detailed planning of a wide range of worthwhile activities to ensure these cover all six areas of learning. The staff team work well together and demonstrate a good commitment to improvement. Together they monitor plans and assessment records and use the information to inform monthly reports to parents and set targets for future improvements.

Improvements since the last inspection

At the care last inspection, the setting agreed to update the child protection and behaviour management policy, ensure that the premises are clean, tidy and well maintained and ensure that fire drills have regard for the patterns of attendance of children. The policies are now regularly reviewed to ensure they are up to date with latest guidance in best practice to promote the welfare. The premises are kept clean and hygienic by staff who carry out daily cleaning routines. Fire drills are still not practiced sufficiently often to ensure everyone knows what to do in an emergency.

At the last nursery education inspection, the setting agreed to ensure information received from parents, regarding their children's progress at home, is used effectively. The setting now takes into account children's interests at home to help them plan relevant learning experiences.

Complaints since the last inspection

Since the last inspection 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):

- make sure that fire evacuations are practised routinely with regard to patterns of attendance of children and staff.

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):

- use the record of assessments, in liaison with parents, to identify individual children's next steps in learning and influence the future planning of activities
- make more effective use of large group activities and daily routines to introduce and re enforce learning, especially in mathematics and literacy.

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