

Tresillian Early Years

Inspection report for early years provision

Unique Reference Number	106273
Inspection date	05 March 2008
Inspector	Heather Morgan

Setting Address	Kingsbridge Community College, 112 Fore Street, Kingsbridge, Devon, TQ7 1AW
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Registered person	Devon County Council
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 good.

WHAT SORT OF SETTING IS IT?

Tresillian Early Years was first established over 20 years ago. The nursery unit provides full day care whilst the pre-school unit offers care on a sessional basis. The provision is situated within Kingsbridge Community College, which is in the centre of the town. It has use of one large pre-school room, nursery rooms and toilet facilities, at the rear of the community college building. There are extensive outside play areas available for use by the children. Tresillian is owned and administered by Devon County Council. Children attend this setting from the local town and surrounding rural areas.

Care is provided for a maximum of 29 children aged from four months to five-years-old. There are currently 50 children on role, 24 of whom receive nursery education funding. The nursery unit is open from 08.30 to 17.30 for 49 weeks each year. Pre-school sessions for three to five-year-olds operate during term time from 09.30 to 12.00 on Monday to Friday mornings and from 13.00 to 15.30 on two or three afternoons. A one hour lunch club is available from 12.00 to 13.00 each weekday during term time. The setting currently supports children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

A total of nine members of staff work in the centre. Eight of the staff hold relevant qualifications. The centre provides regular work placements for childcare students at the community college and is supported by the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have very good opportunities to play outdoors in the fresh air. They have plenty of space to run around and exercise their large muscles. They also develop specific physical skills as they use balls and wheeled toys, or climb on the fixed play equipment. Babies also enjoy the fresh air, either going for a walk in their buggies or playing on large rugs in the garden.

Children are protected from the risk of infection as parents are familiar with the group's policy of excluding children when they are unwell. They promptly collect their children if they become ill whilst they are at the setting. Children learn to wash their hands carefully using liquid soap and paper towels to limit the risk of cross infection. They do this before they eat, after they have been to the toilet and also at other key times, such as after touching tadpoles.

Children are well cared for in the event of an accident as all staff hold a current first aid certificate and can easily access a well stocked first aid kit. All injuries are recorded and the information shared with parents to promote children's continuity of care. This is further promoted by the effective implementation of clear procedures for the safe administration of medication.

Children can help themselves to drinks whenever they are thirsty; younger children are regularly offered drinks and food in accordance with their familiar routines. Children are offered a healthy snack of apple with a drink of milk or water during their pre-school session, and are encouraged to eat the savoury items from their lunchboxes first, to develop their awareness of healthy eating.

The emotional well-being of the youngest children is supported well as they develop close relationships with the familiar team of adults caring for them. They have regular opportunities to enjoy individual attention and receive regular cuddles or opportunities to sit closely together, for example, while they enjoy a story.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery and pre-school rooms provide welcoming play environments for children and are secured with high level handles to ensure that children cannot leave the rooms unsupervised. Other areas of the building are not secure and do not provide sufficient protection to ensure that the premises cannot be accessed by unauthorised persons. However, children are well supervised by the staff and the nursery door is generally locked when there are children present.

Children access a wide range of resources that are appropriate for their stage of development. Resources are well maintained so they are safe for the children to use and many are stored at a low level so that children can access them independently. Children learn to use equipment such as scissors, play dough tools and writing materials with increasing skill and safety under the close supervision of members of staff.

Children have regular opportunities to play outdoors in an enclosed garden. They also learn how to keep themselves safe when the community policeman visits to talk to them about road safety. They are reminded to use equipment safely, for example taking care not to throw toys around near the babies. They practise their fire drills regularly to ensure that they can evacuate the building quickly and safely in the event of an emergency.

Children's welfare is protected as staff have a sound understanding of child protection issues. There is a procedure in place to guide them in taking appropriate action in the event of any concerns, although some of the information within it is out of date.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages enjoy a wide range of interesting activities within the nursery and the pre-school. Babies and young children are encouraged to explore a variety of materials which engage their senses and introduce them to many new and exciting experiences. For example, they handle different textures when exploring how rice, pasta and play dough feel, they experiment with different painting techniques and frequently investigate different household objects as they delve into a treasure basket. As they develop they begin to use other resources such as puppets, dressing up clothes and role play equipment to develop imaginary games and act out real life experiences. They enjoy close relationships with members of staff, who encourage their progress and development through sensitive interaction with their play. For example, as babies become more mobile they encourage their crawling and walking skills and they talk to the children and read them stories to encourage their communication skills. Staff use photographs and observations of the children's play to track their development.

Nursery Education

The quality of teaching and learning is good. Children are enthusiastic learners and enjoy initiating their own play. They are also fascinated by new experiences, such as exploring the tadpoles that they recently found in their pond. Children quickly settle to a range of freely chosen activities when they arrive at pre-school and are supported effectively by the team of staff who know them well. Staff are skilled at making good use of spontaneous play opportunities and daily routines to extend children's learning. For example, they encourage children's counting skills by helping them count how many blocks they use to build a tower, or to count how many children are sitting at the snack table; they introduce early writing skills by encouraging children to make patterns in the sand and help them sound out the letters of their name.

Children make good progress towards the early learning goals because staff plan a wide range of activities that support progress in all six areas of learning. Plans indicate how activities support children's learning and also identify which children need support to develop particular skills. Staff make close observations of the children each term and use this information to identify their next steps for learning. However, the assessment records do not provide a comprehensive picture of each child's stage of development which results in some opportunities being missed to challenge and extend individual learning.

Children are confident and independent as they participate in familiar routines, such as putting on an apron before messy activities and washing their hands afterwards. They have good opportunities to explore resources such as paint and collage materials, although their craft work is sometimes over-directed by adults and limits their ability to express themselves freely. However, they do use their imagination well to develop role play, for example working together

using tools to act out 'DIY' activities. Children enjoy listening to stories and take a lively interest in the characters from familiar stories. They regularly access drawing and writing materials and use them to create pictures and marks to represent words. They enjoy many different themed activities that raise their awareness and knowledge of the world. For example, they explore the lifecycle of frogs, visit the local church and learn about different features of the sea.

Helping children make a positive contribution

The provision is good.

Children settle quickly and enjoy their time at nursery. Activities and resources are adapted to meet the needs of all children and additional support is available for those with specific needs. Staff, parents and external agencies work together closely to encourage children's development. The children's spiritual, moral, social and cultural development is fostered. Children who use English as an additional language are supported in developing their communication skills through the use of signing and using visual prompts. They enjoy joining in with singing sessions where they can participate in action rhymes and songs. All children are encouraged to celebrate a range of festivals and events as they develop their self-esteem and sense of belonging through sharing different customs.

Children's behaviour is good. They respond well to the regular praise and encouragement they receive from the staff team. They learn to take turns as they wait for a space at the sand tray and to share resources, for example when playing with the play dough. Staff give children clear explanations to help them adapt their behaviour in different social circumstances, for example, using resources carefully when there are babies around.

The partnership with parents and carers is satisfactory. Parents are welcome within the group and have regular opportunities for discussions with members of staff. However, they receive limited information about the progress their children are making towards the early learning goals and are not encouraged to participate in sharing information about children's achievements at home or planning their next steps for learning.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. The nursery and pre-school provision complement each other well and provide a range of opportunities for children to access interesting activities throughout the day. Staff caring for the children are appropriately vetted to ensure their suitability and have access to a range of training opportunities to support their professional development.

All regulatory documentation is in place, although some of the policies and procedures contain out of date information and do not relate to the current operation and management of the group. Staff have not sufficiently assessed the security risks of the building to ensure that children's safety is maintained at all times.

Leadership and management of the nursery education curriculum are good. The nursery manager and teacher work together well to deliver a programme of activities that supports children's progress across all areas of the curriculum. They have a good commitment to improvement, accessing additional training and external support to develop their practice. They support staff well in observing and assessing children's progress, although have not fully developed comprehensive records or procedures to share this information with parents.

Improvements since the last inspection

Following the last inspection the setting reviewed their risk assessment of the pond area and introduced a clear procedure to keep children safe when visiting the pond.

Planning of the nursery education programme has been improved to ensure that children access activities that support their progress in all areas of the curriculum. Some improvement has also been made to the assessment records, which supports the staff in identifying children's next steps for learning. However, further work is required to ensure that the assessment of children's progress is more comprehensive and that parents are involved in the process.

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):

- ensure children are kept safe at all times by maintaining the security of the premises so that it cannot be accessed by unauthorised persons
- review and update documentation to ensure that information is current and relates more closely to the operation of the group

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):

- further develop the use of assessment records to plan children's next steps for learning and ensure that all children are appropriately challenged; involve the parents in this process

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