

# Lizard C.H.I.L.D Trust

Inspection report for early years provision

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<b>Unique reference number</b>	EY223035
<b>Inspection date</b>	09/10/2008
<b>Inspector</b>	Denise Franklin

<b>Setting address</b>	St. Michaels VC C of E Primary School, Penberthy Road, Helston, Cornwall, TR13 8AR
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**Email**

<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Lizard C.H.I.L.D. Trust Day Nursery and Out of School Club opened in 2001 and operate 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 between 08.00 and 18.00, 50 weeks a year. Funded sessions are from 09.00 until 12.00 and 12.00 to 15.00. The children use the nursery garden area, the school grounds and field for outdoor learning. There are currently 170 children from six months to 11 years on roll. Of these, 35 receive funding for nursery education. The setting currently supports a number of children who speak English as an additional language. The nursery employs 21 staff, 17 have early years or play work qualifications to NVQ level 3 and two staff are currently working towards further qualifications. There are two support staff. The setting receives support from an advisory teacher from the Local Authority Family Services and the Pre-School Alliance. This provider is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Lizard C.H.I.L.D. Trust provides very effectively for children in the Early Years Foundation Stage (EYFS). All children from birth to five thoroughly enjoy their time in the nursery because staff have successfully created a secure welcoming environment for all the children in their care. Very detailed planning ensures that the needs of the children are met and they make excellent progress. The senior managers work extremely well as a team and are constantly striving to improve the provision in the setting for the benefit of all children. The setting has excellent capacity to improve. Partnerships with parents and other agencies are real strengths and ensure all children are fully included. Parents feel that the staff take great care of their children and that their children are happy and make excellent progress in their learning and development.

The daily routines for the EYFS children continue very effectively in the Out of School Club. The flexible approach enables those able to mix with the older children to benefit from a wide range of activities in the 'big room' where they are ably supported by the older children. Others go to the 'little room' where quieter activities are on offer to them. This ensures the needs of the younger children are met, depending on their different needs on each day.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- provide informal opportunities for parents to share their child's learning and development at home by recording their achievements in their learning diaries
- involve parents in reviewing policies and procedures in the nursery

## **The leadership and management of the early years provision**

A very strong team of senior managers leads and manages the setting extremely well. They have a clear vision for the setting and excellent knowledge of its strengths and areas to further develop. They have very high aspirations for quality provision, which is evident from their improvements since the last inspections. All previous recommendations have been successfully addressed.

Planning clearly identifies focussed adult-led activities. Information, provided by parents about their child's interests and abilities, is being used very effectively in planning. Regular fire drills are clearly identified on the calendar and recorded in detail. Comprehensive policies and procedures, particularly those for safeguarding children are rigorously implemented and as a result children are safe and secure at all times. However the leaders would like parents to be more involved in reviewing these policies and procedures and gain greater ownership of them.

Staff training is key to this excellent provision. Leaders use a number of strategies to identify staff training needs including observations and use of footage from closed circuit television cameras. The leaders deliver much of the training and staff also have excellent opportunities to develop their skills by attending further training outside of the setting. For example all staff are learning to make evaluative observations and two managers are working towards their Early Years Professional Status. This is having a very positive impact on provision for the children.

Partnership with parents is excellent. Daily information notes are provided for parents of children in the 'little room' and parents of older children talk informally to staff at the end of each day. An information sheet, completed by parents when the children start at the nursery, has helped staff to understand the needs of the children more clearly. Parents complete these with their child's key person. Photographs of the key person and the children they are responsible for are displayed in the entrance hall for parents to see. Parents also have regular newsletters and planning for each room is clearly displayed.

## **The quality and standards of the early years provision**

In both rooms children have a wide range of interesting and stimulating activities planned for them and as a result they make excellent progress and achievement is outstanding. Many children start with skills below those expected for their age, particularly in communication, language and literacy skills. Signing is used across both rooms to support this and children respond well. Those children who have learning difficulties and disabilities and those for whom English is a second language are extremely well supported with focussed provision to meet their individual needs.

In the 'little room' very young children are happy and enjoy the high level of adult support they receive. Some were observed using small world equipment and adults were encouraging them to talk about what they were doing. For example, two

children talked about the train track they were building. One adult was responsible for all nappy changing for the day and careful records are kept to ensure babies' needs are being met. Older children in the 'big room' were fully engrossed in a wide range of activities and enjoying their learning. For example, a group were observed using their imagination with a number of jungle animals, others were in the home corner confidently taking on various roles. Others were listening to a story. Planning in both rooms followed the same pattern and information from observations has helped staff to plan a range of continuous activities using the children's interests and development stages. Adult-led activities are also carefully planned to support individuals so they make very good progress in their learning and development. These routines are very effectively continued in the Out of School Club, which helps younger children settle quickly.

The outdoor area is secure and used very well to support all areas of learning. For example there are attractive climbing apparatus, role play activities and wheeled toys. This summer children have grown beans, potatoes and made strawberry smoothies with their own strawberries; activities which have developed children's knowledge and understanding and helped them to learn to appreciate healthy food. However currently it is difficult for children to choose whether to be inside or outside. This is under review.

Staff are currently working on improving the observations they make to support assessment information and track children's progress. They also keep detailed information on individual children's learning and development making excellent use of the development matters. Parents contribute to the learning journals by providing information about their child's interests and development. However these journals are not readily accessible for parents to make informal contributions about their child when he or she has a particular success at home.

All welfare requirements are comprehensive and rigorously implemented to ensure children are safe and very well cared for at all times. Snack-times are excellent social occasions. Children enjoy healthy snacks and drinks of milk or water. Children have access to cool water at all times. Hot meals are offered to children at the start of the After School Club and the menu is healthy and thoroughly enjoyed by the children. Behaviour at all times is outstanding. Children share, take turns and play extremely well together. Staff use a positive approach to behaviour management which is very effective. Children enjoy all activities offered to them, show initiative in making their own decisions about their learning and as a result gain skills which contribute extremely well to their future well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints 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.