

# Pathways Nursery and Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY374794
<b>Inspection date</b>	03/03/2009
<b>Inspector</b>	Heather Tanswell
<b>Setting address</b>	Parc Eglos School, Parc Eglos, HELSTON, Cornwall, TR13 8UP
<b>Telephone number</b>	01326560287
<b>Email</b>	pathways@parc-eglos.cornwall.sch.uk
<b>Type of setting</b>	Childcare on non-domestic premises

## 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).

## **Description of the setting**

Pathways Day Nursery and Out of School Club first opened in 2001 and re-opened under the governing body of Parc Eglos School in 2007. The nursery operates from two rooms known as "The Pathways Building" within the grounds of Parc Eglos School, close to the centre of Helston, in Cornwall.

The setting is registered on the Early Years Register to care for a maximum of 40 children aged between two and three years at any one time, and is currently caring for 14 children in this age group. Under the management of the school, the setting also offers early education and wrap around care to children aged over three years to 11 years. Children who attend live locally and some children also attend the early years unit of the local primary school and other providers. The setting has established links with other schools, nurseries, childminders and the local Children's Centre. The setting is in receipt of funding for the provision of free early education for children aged three and four. The nursery is open each weekday from 07:45 to 18:00 for 51 weeks of the year. A secure garden area is used for outdoor play activities. The premises are not fully accessible as there are steps up to the main entrance. However, wheelchair access is possible through a side entrance. The nursery supports a number of children with learning difficulties and/or disabilities.

There are 10 members of staff that work with the under three-year-olds, out of a team of staff totalling 19. All staff hold early years or play work qualifications to NVQ Level 2 or 3. Three staff are currently working towards an additional qualification. There are two members of staff who hold Qualified Teacher Status. The setting receives support from the local authority family services.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Strong partnership with parents means that staff are very aware of each child's individual need and able to promote all aspects of children's welfare and learning with success. Developing good relationships and working in association with the host school, local schools, providers and Children's Centres in the local area is a key strength, helps children make good progress overall and receive the support they need to feel valued and included. Therefore, children are very happy, feel secure and make good progress. The management team along with all the practitioners continually evaluate their practice and update their skills. The nursery demonstrates the capacity to continue to thrive and improve.

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

To further improve the early years provision the registered person should:

- ensure that large group adult led activities are tailored to suit the needs of the youngest children or provide children with a choice to do something else

to promote their involvement and active learning through taking part in experiences that appeal to their current interests and stages of development

- review the role of adults during daily routines such as snack time to make sure these activities provide opportunities for children to develop good table manners and spoken language through meaningful conversation
- minimise the risk of infection by making sure the requirements of health and safety legislation are met; in this case, by checking and keeping a record to show that food is stored at the correct temperature to keep it fresh.

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

Management and staff work well as a team demonstrating commitment to improving the quality of education and care the nursery provides for children and their families. This is particularly evident in the ongoing developments under the new management structure with regard to working in partnership with parents, other settings and outside agencies to assure children's inclusion, wellbeing and future success. The attention given to implement fully the thoughtful procedures to settle children and welcome parents in to stay and play sessions, is highly appreciated by parents and demonstrated by their enthusiasm to attend and establishes professional and respectful relationships.

All the safeguarding policies, including rigorous recruitment procedures and risk assessments are in place to ensure children are safe and well cared for at all times and that the premises are maintained to a suitable standard. Staff clean tables, the kitchen, resources and toilet areas as the day goes by to minimise the risk of cross infection. However, routine checks are not always recorded in the detail required by health and safety legislation.

Self-evaluation though monitoring and reflection on daily practice, and as a result of the knowledge and skills staff gain through training and sharing with the team, identifies and influences the development of actions plans with areas for further improvement accurately based on the settings main strengths and weaknesses. The continual review of the settings planning, observation and assessment systems linked to the latest government guidance on best practice in early years means that the current main focus is on meeting the needs of individual children based on their starting points, interests and planned next steps.

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

A wide range of learning and development opportunities are available for the children both indoors and outside. Children particularly benefit from and enjoy choosing where they prefer to be, even on rainy days. This means children's different learning styles are well planned for and their health is promoted as they benefit from play in open spaces and out in the fresh air. Children explore and learn about the natural world as they splash in puddles, creatively add wet sand and make marks with tools, and catch water they have collected and poured running down lengths of guttering placed between climbing frames. There is a good balance between adult led and child initiated learning. Occasionally, adult led

activities are too long for the very youngest children. As no alternative is made available their time is not always well used as they do not play an active part.

Children are very happy and developing secure relationships with staff and each other and behave extremely well. Cuddles and hugs are freely sought and given when children need extra support to feel safe and secure. Relationships with key workers, nursery staff and older children develop well due to the shared use of both base rooms. At different times throughout the day young children mix and get to know everyone who works in and attends the nursery. This means that children learn a lot from each other, they make smooth transitions as they progress through the nursery and have good opportunities to take part in a wide range of challenging and achievable activities. Very young children smile with pride as they succeed in holding up the correct number of fingers in songs and rhymes as they learn to count, represent numbers, extend their vocabulary through playful games and develop positive dispositions towards learning alongside more experienced children.

Children follow good personal hygiene routines and learn to keep themselves safe though well established routines. Staff use of a puppet to model behaviour helps explain rules to children in ways they can easily understand. They know to wash their hands before snack, walk indoors, hold and carry scissors carefully, and take part in fire drills all carefully supervised by staff. Children benefit from healthy meals provided by the school canteen and snacks prepared in the nursery in sufficient quantities to meet their growing need. Staff do not always sit down to eat with children, which means they do not engage children in conversation or re-enforce good table manners.

Each child has a learning journal illustrated with annotated photographs linked to the stepping stones. Staff use the information they gather from a range of sources, including home and other providers, to track progress and set targets for learning based on what children can already do and are interested in. Topics provide a loose theme to structure their short term plans and make sure the curriculum is wide and varied. Resources are chosen to inspire children's current interests. For example, one child who is currently keen on transporting objects had laid out ready for him a box of trucks and blocks which he concentrated on lifting and moving from one place to another. He then became fascinated with a self-propelling friction engine car that he watched intently as it moved along which built on his interest and sustained his efforts.

Children learn about their own culture and the culture of others through food, art, craft and dance and by taking part in local events such as Flora and St Piran's Day. They handle resources such as small world characters that reflect diversity as part of everyday play and are beginning to learn sign language as another means of communicating with each other. Children enjoy their time in the nursery, their individual needs are met well and they make good progress according to their starting points.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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.