

# St Erth Children's Centre

Inspection report for early years provision

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**Unique reference number**

EY334569

**Inspection date**

16/09/2009

**Inspector**

Ronald Hall

**Setting address**

School Lane, St. Erth, Hayle, Cornwall, TR27 6HN

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**Type of setting**

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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## **Description of the setting**

St Erth Children's Centre Nursery opened in 2006 to serve the local area of St Erth. It is linked to and works with two other children's centres at St Hilary and Marazion, which are run by the Pre-school Learning Alliance. The centre opens each weekday for 38 weeks of the year. Sessions are from 09:00 until 12:00 Monday and Friday and 09:00 until 15:00 Tuesday, Wednesday and Thursday.

The provision is housed in purpose-built premises to the rear of St Erth Primary School in the rural village of St Erth, close to Penzance. There are currently 22 children aged from two to under five years on roll in the nursery. The provision is in receipt of funding for Early Education. A maximum of 20 children may attend the nursery at any one time and is registered on both the Early Years Register and both the compulsory and voluntary parts of the Child Care Register. There is access for those with disabilities.

The Children's Centre Nursery employs four staff. All staff have early years qualifications to National Vocational Qualification (NVQ) Level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

St Erth is a good provision where all children are warmly welcomed and equally valued. Excellent resources enable well-trained staff to create an environment which is interesting, enjoyable and sustains and encourages learning. The provision meets the needs of all children, having disabled access and is fully inclusive. There is good capacity for continuous improvement.

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

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

- ensure that planning contains more specific learning intentions so that children's progress in meeting them can be accurately judged
- ensure all documentation is specific to the provision

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

The staff work very well together as a team, and are clearly committed to ensuring that the children in their care are well looked after and enjoy the wide range of choices on offer. They help children to stay safe and there are good procedures to ensure that children's welfare and wellbeing are good. Clear, well established routines help ensure that children feel secure and learn safely. Good leadership and management effectively underpins the children's good progress. All members of staff regularly evaluate the strengths and weakness of the provision in

partnership with parents. They use the outcomes well to make improvements and disseminate good practice. The parents are kept fully informed about all aspects of the provision.

Another factor in the effectiveness of the leadership is the close link with the primary school's Early Years Foundation Stage. This is informing their practice well and giving the children in both settings the chance to work together on a regular basis. The setting also has effective links with the children's centres at St Hilary and Marazion. These provide extra facilities for both parents and children.

Staff have a good awareness of the children's skills and abilities throughout each phase of their learning. Resources are well utilized to meet the needs of every child whatever their background or ability. Parents are fully involved in the assessment of their children when they first start at the setting. This ensures the needs of each child are fully understood by all the adults.

All statutory documentation and procedures are fully in place. However, many of the policies and procedures are generic and need further adaption to make them specific to the needs of the setting. The children's welfare and safety are paramount with good systems to ensure the children's safety. All fire drill logs and registers are kept up to date and children know how to respond appropriately. Staff are fully trained in Child Protection and Safeguarding procedures. Risk assessments are robust and staff and parents are fully aware of all procedures.

Parents are very supportive and believe the provision provides an excellent standard of learning and a happy environment for the children. The staff have built excellent relationships with the children. One parent stated; 'I think it's a fantastic provision and we come here because it's so good.' Another stated; 'There is so much space, both indoors and outdoors, and the staff are brilliant.' Parents are fully informed of their child's progress through daily briefings by the senior practitioner.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress and achieve well because they enjoy learning and happily join in the good range of practical experiences and activities that capture their interest and attention. Clear, well established routines help ensure that children feel secure and learn safely. They clearly enjoy the activities and have excellent relationships with the staff. One little boy stated, 'I really like the teachers.' As a result, children have very positive attitudes to their learning.

The school grounds are used well to give the children greater opportunities to extend their learning. The outdoor area provides for a range of learning opportunities and utilizes a wide range of large and small play equipment. The children enjoyed digging in the planting area, mark making on the large chalkboard and racing around the track on a range of large toys. One child explained, 'I'm driving a digger but I can't dig in the grass because it's too hard. Real diggers can and they dig big holes.' Children loved dressing up to develop

their imaginations and adult intervention extended their learning and vocabulary. One little girl, playing in a fairy costume and fireman's hat, gleefully said; 'I'm a scary fireman cos it's nearly Halloween.' The children have a good understanding of the need to carefully wash their hands before eating food to stop them catching germs. One little boy explained; 'You have to wash your hands or the germs might get into your tummy and make you ill.'

Planning, assessment and recording systems ensure the needs of all children are met. All aspects of the Early Years programme and the Every Child Matters Agenda are well covered. The adults use assessment information to plan the next steps in learning. However, more needs to be done to ensure that the learning intentions are more specific, so that children's progress in meeting them can be accurately judged and measured. This information can then be used to adapt further the activities to make them more demanding.

Staff know the children well. Adults use every opportunity to develop the children's language skills, promote their social development and encourage independence and confidence. Consequently, they contribute well to the environment for learning through their enthusiasm, cheerfulness and readiness to make friends. They make good progress and are encouraged to make their own decision about their learning. As a result, they are well prepared for the next steps in their learning and for their future economic 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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