

Polperro Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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).

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

Polperro Nursery is a committee run group. It has been established for 40 years and was re-registered in new premises in June 2009. It operates from the Extended Services room at Polperro Community Primary School. It has close links with the school. There is ramped access into the building and all facilities are on the ground floor. An enclosed area is available for outdoor play activities. The setting is open each weekday from 9.00am until 12.00pm, with extended sessions available on a Monday, Wednesday and Friday until 1.00pm and until 3.30pm on Tuesday and Wednesday. The group operates during term time only. Currently, there are 20 children on roll, all within the early years age group, 10 of these children are in receipt of funding. A maximum of 23 children aged from two to five years may attend the setting at any one time. The provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are four members of staff, three of whom hold appropriate early years qualifications and two who are training towards National Vocational Qualification at Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Polperro Nursery is an effective and well-organised setting where children experience great enjoyment and make excellent contributions to their learning. This is because the staff get to know them well, include all children equally and respond in a very caring and supportive way to their efforts. The staff promote excellent links with parents and these contribute significantly to the children's confidence, good learning and outstanding relationships and behaviour. The setting's relocation to new facilities at the primary school is a substantial improvement. The skilled and committed staff are now well placed to bring further improvements into the future.

What steps need to be taken to improve provision further?

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

- develop self-evaluation processes so that the leadership can more effectively prioritise, plan for, and then implement improvements to the setting
- further develop the children's outdoor physical learning opportunities by providing a soft surface area.

The effectiveness of leadership and management of the early years provision

The manager and her deputy provide good leadership. They share their expertise well and work closely with all staff to form a good team. The setting is well run and daily routines are supported by regular risk assessments and by good

adherence to well considered policies and procedures. As a consequence, the children's welfare is fully safeguarded. There is a commitment to driving improvement and the leadership successfully promotes equality and diversity. Resources are effectively deployed.

Leaders and managers meet regularly with staff and gather a sound picture of the setting's strengths and weaknesses from discussions and from accurate assessments of the children's needs and progress. The manager accepts, however, that this form of self-evaluation is too informal and has planned staff training and will be implementing a specific self-evaluation form later this term.

The staff work diligently to develop excellent relationships with parents and these ensure that the children's needs are carefully noted and addressed and that parents and their children feel safe and happy at the setting. The setting's good links with the host primary school continue to develop, but already ensure that, when the time comes, all children move happily into subsequent full-time schooling.

The setting's move this year into new accommodation at the primary school has greatly improved the facilities and resources available and, in particular, provides hygienic food preparation and toilet areas. Currently, the secure outdoor facility lacks a soft surface area for physical play, but a grant has been achieved to address this issue in the near future.

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

From the moment they enter the setting, the staff make good assessments of the children's needs and progress. These are recorded in 'Learning Journals' and identify clear 'next steps' in learning, which help the children to make good progress across all the required areas of learning within the Early Years Foundation Stage Curriculum. Each child is allocated to a specific member of staff known as a 'key worker'. This system ensures that the needs of every child are known and acted upon, that their welfare is fully secured and that children feel very safe.

There is an excellent adult-to-child ratio and the warm relationships, modelled so effectively by staff ensure that the children greatly enjoy attending the setting. These qualities were evident as the manager and her staff led the children through imaginary woodlands and fields on a role play 'Bear Hunt'. The children giggled with delight and heartily sang, 'We're going on a Bear Hunt', clearly also showing their confidence and full contribution to their learning.

The exemplary role models of staff and the consistently followed routines ensure that children feel safe and behave extremely well. They learn extremely well how to work and play together. Snack time is another well organised and beneficial activity. At this time, children show good independence by collecting their own drinks container and choosing their own snacks. The children also demonstrate a good understanding of healthy, safe living, remembering themselves, and reminding each other, of the need to wash hands after going to the toilet or before

handling food.

Children learn and play happily and make good use of the well-equipped facilities, where staff ensure a good balance of activities led by adults and those the children may choose for themselves. Activities observed included children making 'playdough' shapes and playing 'sound lotto' where they enthusiastically matched familiar sounds with appropriate pictures, and showed their good creative development and knowledge and understanding of the world. The children's good progress and very positive attitudes to learning prepare them well for the next stage of their learning.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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