

Bishop Cornish Education Centre

Inspection report for early years provision

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Inspector Julie Wright

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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

Bishop Cornish Education Centre operates from a brand new purpose built eco-building. It is run by a board of trustees and is charity registered. It is sited on the grounds of Bishop Cornish Church of England Voluntary Aided Primary School. The centre offers nursery care for children aged from three years and also before and after school care for children who attend the school and pre-school children. It is open from 7.45am until 6.00pm Monday to Friday for during term times and for holiday care when required.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 40 children aged from three to under eight years at any one time, 24 of whom may be in the in the early years age range. There are currently 34 children on roll, all of whom are in the Early Years Foundation Stage. The setting employs four staff to work with the children, each of whom have appropriate childcare qualifications.

As well as their own building children have access to various rooms within the school premises, such as the hall, library, computer suite and access to outdoor play areas. The school cares for chickens, ducks, rabbits, guinea pigs and goats which children have opportunities to visit.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well cared for in a highly effective learning environment. They thoroughly enjoy their time in the pre-school and make consistently good progress in all areas of their development. Children's individual needs are clearly known and met by staff who successfully promote inclusion. Interesting and innovative activities ensure that children have great fun as they learn through play. Policies and procedures to promote the health, safety and welfare of children are fully implemented in practice. Partnerships with parents and other agencies are good and some links are made with other providers of the Early Years Foundation Stage framework. The trustees and staff have a clear vision for future development and demonstrate a very 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:

- develop links with all providers of the Early Years Foundation Stage framework where children attend more than one setting, to promote consistent and complementary care
- improve the opportunities at snack time for children to be involved and further develop their independence skills

- seek additional information from parents on children's stage of development and capabilities when they first attend, to use in initial planning for individual progress.

The effectiveness of leadership and management of the early years provision

Staff clearly identify and minimise possible hazards for children to ensure a safe and secure environment. They complete written risk assessments and conduct daily checks on all areas used by children. Staff to child ratios are maintained above minimum requirements, which means that supervision is consistently good. Robust vetting and recruitment procedures are in place to ensure that children are cared for by suitable persons. Staff have secure knowledge of the procedures to safeguard children and attend relevant child protection training. A suitable safeguarding policy is in place and made available to parents. Records and documentation are well organised and maintained in order, which contribute to continuity of care for children.

This is a newly registered setting and at the post-registration inspection staff demonstrate a secure knowledge of the Early Years Foundation Stage framework and meet the requirements well. They have made good progress in the implementation of their observation, assessment and planning procedures. Children's development records provide evidence of them being involved in a wide range of activities to promote all areas of learning. Staff are planning to invite parents in to discuss children's progress and to provide opportunities for them to contribute to the records of achievement. They promote positive relationships with parents, such as, keeping them informed about events and activities that children will be engaged in. Parents are welcome to be involved in the setting and they provide positive feedback at inspection. They comment on how happy children are and how pleased they are with their children's progress. Parents provide information when children first attend about their personal details and preferences. However, this does not include specific details on children's current stage of development, which could identify a clear starting point for staff to consider at initial planning.

The 'eco-friendly' building and use of natural, traditional resources provide interesting and exciting play opportunities for children. Staff place great emphasis on children learning in the outdoor environment and promote this extremely well. For example, the 'outdoor classroom' is accessible from the main play area, with transparent panels so that children can view the nature areas. The outdoor play area is very well equipped to enable children to dig in the sand and use their physical skills for climbing. A 'building site' area is imaginatively cordoned off, where children play with diggers, tools and interesting equipment. Further developments are proposed, with staff seeking consultancy advice for 'Forest School' activities. The pre-school has very close links with the primary school on site, which ensures secure transitional arrangements for children who will go there. Staff also describe suitable action plans to promote links with other schools that children may go to. However, there is not a clear procedure in place to liaise with all providers of the Early Years Foundation Stage framework, for children who

attend more than one setting. Staff at the pre-school plan to develop their own self-evaluation procedure, which will include parental consultation and assess the effectiveness of their provision.

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

Children show interest and excitement from the moment they arrive at the pre-school. They relish climbing through the 'entrance hole' and sliding into the play room, then happily go off to explore and investigate. They make independent choices in what they want to do and where they want to play. Children are confident, competent and very sociable, forming friendships with peers and warm relationships with staff. They express their needs well and make interesting observations and contributions in their activities. Children have an excellent understanding of what is expected of them and they are exceptionally well behaved. For example, they are instinctively polite and very cooperative. They form orderly lines and hold onto the 'snake train' as they move safely from one building to another. Children learn to value and respect others, developing positive attitudes, with an awareness of similarities and difference in people and places. For instance, they take part in a variety of themed activities, such as, cultural celebrations and fundraising events during the year.

Children begin to understand about 'keeping safe' and also the roles of 'People who help us'. They are involved in the fire evacuation practice each term, when the school conducts a drill. This helps them to become aware of what happens in an emergency situation. A visit from the local community police officer encouraged children's learning and awareness of road safety. Children show an excellent understanding of 'being healthy' and they follow good hygiene routines. They develop good competence in their personal care and independence skills. For example, they readily take off and put on their shoes and socks at the physical play sessions. They know that they need to 'warm up' their bodies in preparation for physical exercise. Children enjoy a wide variety of fresh fruits, talking about their taste, texture and smell as they try them. School meals or packed lunches are an option that parents and children have if they stay for a longer session. Meal and snack times are sociable and enjoyed by the children. However, staff make all the preparations and serve the food, which limits the opportunities for children to be actively involved at this time.

Children understand how seeds and plants grow, confidently explaining that they need light and water. Their interest in nature and the world around them is enhanced through the resources available. For example, they regularly visit the school farm and have their own chickens to feed and collect eggs from. They take left over crusts out to the bird tables and feeders, so that they can watch the birds nearby. Children have exciting experiences of 'life-cycles', such as, seeing the eggs incubate and hatch into chicks. They also closely observe the changes and growth of a caterpillar. Children use mathematical language as they play, for instance, to consider shapes, compare size and to make simple calculations. They have access to computers on the school premises and also use remote control resources, which contributes to their understanding of technology.

Children develop good concentration as they listen carefully to stories and play games during the session. They match and sort objects into groups, complete puzzles and play imaginatively with the construction toys. Children make independent choices from the accessible and well prepared activities. Their creativity is expressed as they use a variety of materials, tools and equipment. For example, they play with dough and cutters to make prints or shapes. Children paint and decorate plastic cartons which will be planted with seeds to become 'wheelbarrows'. The 'Thatched Cottage' role play area is very well used by children as they dress-up to play 'house' and have pretend picnics. Staff plan that resources in this area will be rotated to link in with themes and provide further learning opportunities. New children are warmly welcomed into the setting and they soon settle, which contributes significantly towards their personal, social and emotional development.

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	1
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

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

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