

Treloweth Integrated Neighbourhood Nursery

Inspection report for early years provision

Unique reference number	EY277671
Inspection date	15/06/2010
Inspector	Janet Dinsmore
Setting address	Treloweth C.P. School, Higher Broad Lane, Redruth, Cornwall, TR15 3JL
Telephone number	01209 313080
Email	trelowethhd@freeuk.com
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Treloweth Integrated Neighbourhood Nursery is one of 17 nurseries run by Happy Days Nurseries Ltd. It opened in 2004 and operates from the nursery building sited on Treloweth County Primary School. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is situated in Redruth in Cornwall. A maximum of 94 children may attend the nursery at any one time. The nursery is open each weekday from 7.00am until 6.00pm for 51 weeks of the year. All children have access to a secure enclosed play area. There are currently 217 children from birth to eight years on roll. Of these, 65 children receive funding for nursery education. In addition children aged up to 14 years may attend The Pirates Out of School Club. Children come from the surrounding areas. The setting currently supports a number of children with special educational needs and/or disabilities. The nursery employs 22 staff. All staff have early years qualifications to National Vocational Qualification at level 2 or 3. The setting receives support from an advisory teacher and from the Early Years Development and Childcare Partnership. There are strong links with the neighbouring Children's Centre and links with the primary schools which children move on to. There is full disabled access.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Treloweth Neighbourhood Nursery is an outstanding provider of early years childcare and education. The excellent staff, facilities and resources ensure that every baby and child is very well cared for and their individual learning and development monitored and planned for. As a result, the children are very safe, secure and enjoy the Nursery. Parents are fully involved in the development of the provision. The large staff team is very cohesive and extremely well led leading to a very positive environment and continuous improvement of all aspects resulting in exemplary learning experiences for the children. Its capacity for further improvement is outstanding.

What steps need to be taken to improve provision further?

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

- further develop the shared outside area to provide more opportunities for creative and imaginative play.

The effectiveness of leadership and management of the early years provision

The recent appointment of an experienced manager has led to very good improvements. There is a monthly staff meeting and all staff have a 'reflective

journal' and a professional development folder. This ensures continuous evaluation of practice and leads to improvements in provision and identifies training needs. All staff are encouraged to be reflective practitioners and have an outstanding knowledge of the development stages of the children in their care. They are very well trained and deployed. Room leaders have level three qualifications and all staff are at least qualified to level two. The manager and another member of staff are training for Early Years Professional status. There is an excellent three month induction system for new staff monitored by the human resources department of the company. The low staff turnover and obvious enjoyment of the work results in a happy team atmosphere and excellent relationships within the setting.

The setting benefits from being part of a company running sixteen other settings. Resources are shared for recruitment and personnel and there is an advisor for early years education employed to work across all settings. This gives economies of scale. Within the setting, resources are shared between the rooms. There has been a recent focus on festivals in the three to five year room. This resulted in very good celebration of diversity for Chinese New Year involving a Chinese parent and Chinese take-away role play area and dragon making.

A plan of alternative fire exits has been made according to where fire might occur. There is a fire practise every term. There is a good child protection policy in place, the manager has received high quality training and all staff have recently had training updates. There are good risk assessments clearly displayed in each room showing that risks are clearly identified and managed. This results in outstanding practice for maintaining safety. Mobile phones and camera are kept in the office and signed in and out to prevent inappropriate use.

The setting benefits from excellent support from the company's education advisor and local authority advisors through the early years quality improvement support programme.

Excellent engagement with parents begins as soon as children are registered. Parents fill in a baby care form and care is individualised. Parents are fully involved and informed through letters and discussion as their child moves through the provision from room to room. There are monthly newsletters and frequent personal contact directly and through phone calls to ensure excellent communication with parents. Parents approach staff if there are any difficulties and relationships are warm and friendly. The reception area has been recently improved and is comfortable and welcoming. Information about policies and photographs of all the activities in the setting are available. Meetings are held to inform parents of the contribution they make to their children's learning and to explain the learning journey record. Parents appreciated this. The staff sign posted bereavement support for a family and identified this as an important area for further staff training.

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

The setting has separate rooms with for babies, one-to-two-year-olds and two-to-three-year-olds, with two rooms for three-to-five-year-olds. Each room is well

resourced for the age group it caters for. There are bright, good displays and equipment to support all areas of learning. All resources are accessible to children and they make choices about the resources that will be used during the day from photographs. Adult interactions with individual children and groups are extremely good in promoting excellent care, learning and development. Relationships and team work is excellent.

All children, including babies have free access to secure and safe age-appropriate outside areas and these are equipped to cover all areas of learning. Children were actively engaged in well-supported water play with coloured water, gutters and bowls. Children could tell the inspector that it 'slid down' and were searching for the plastic spider. Children engaged well with the inspector and were invited to play. The main shared outdoor area provides good opportunities for two-to-five year olds and the staff to play together which makes transition seamless. However, this area does not provide sufficient opportunities for role play and creative learning. There is shared access to the Children's Centre garden, with a further range of outdoor activities, including grassed areas and wooden shelters.

The excellent use of the key worker system allows good planning for the needs of the individual children, assessment of their progress and provision of individualised care. The staff have excellent training and knowledge of the Early Years Foundation Stage. The planning and assessment cycle is extremely effective for identifying next steps in learning, especially in planning for them as well as collating the learning journey record and ensuring good progress for the children. The daily routine provides structure within which individual baby's routines are maintained through close consultation with parents.

Makaton signing is used for key vocabulary throughout the setting and assists all children's development in communication, language and literacy. The setting provides very good support for a number of children with speech and language difficulties and physical disabilities. There are good relationships with other professionals and supporting agencies. Children with English as an additional language are very well supported with a bilingual member of staff and books of key words in both languages. Key workers take excellent responsibility for individual needs and specific programmes to assist children physical and speech development.

Babies, children and adults are all engaged in active learning in all rooms of the setting. Babies were encouraged to use musical instruments, sit with the group and interact from the earliest stages. Individual babies engaged well with the inspector and responded with instruments. One-to-two-year-olds enjoyed small world and water play with animals. Two-to-three-year-olds enjoyed playing with shaving foam. Three-to-five-year-olds were making very good use of a range of individual and group activities, including cutting fruit, making a sock puppet, drawing, collage and accessing the computer programme. In all these, adults were actively involved in progressing children's learning through high-quality interactions, particularly with language development, singing and making choices.

Children have very good access to toilet and hand washing facilities as they develop independence. Health and hygiene practices are very good. The individual

healthcare plans and allergies are identified clearly in kitchen area and in each room. All children displayed exemplary behaviour.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
--	---

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	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	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

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