



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY263094

DfES Number: 545304

### INSPECTION DETAILS

Inspection Date	07/12/2004
Inspector Name	Sara Jane Frost

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Chyvelah House
Setting Address	College Road Truro Cornwall TR1 3XX

### REGISTERED PROVIDER DETAILS

Name	Truro College
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### ORGANISATION DETAILS

Name	Truro College
Address	College Road Truro TR1 3XX

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Chyvelah House Day Nursery was registered in 2003. It is managed by a management organisation over seen by Truro college. It operates from a detached house on the Truro college campus. It caters for the children of college students, teachers and members of the general public. It serves a wide geographical area.

There are currently 60 children from 8 weeks to 8 years on roll. This includes 16 funded 3 year olds and no funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and for whom English is an additional language.

The nursery is open from 08:00 until 18:00 everyday apart from a week at Christmas and all public holidays.

The nursery employs,13 staff who work directly with the children plus joint managers. One of the mangers hold a teaching certificate, all staff have early years qualifications. The setting is regularly used by the college as a training resource for students.

The nursery receives advice and support from the Cornwall Early Years Development and Childcare Partnership.

### How good is the Day Care?

Chyvelah house provides good quality care for children. The nursery is warm and welcoming, with lots of posters, children's work and eye catching displays particularly in the areas used for babies. Children's behaviour is good, staff offer praise and encouragement at every opportunity.

Staff provide a calm and relaxed atmosphere. The outside play area is used to its full potential particularly for the pre-school age children. There is a high commitment by management to employ qualified staff. The setting regularly has student placements. Most of the required documentation is in place.

Staff show a good understanding of health and safety issues, they promote good hygiene standards, children are encouraged to wash their hands at appropriate times. Healthy and nutritious foods are provided at snack-time, however lunch time meals provided by the college caterers do not offer a well balanced nutritional diet. Staff are aware of child protection issues and of their responsibilities.

The nursery is sectioned into three groups, babies, toddlers and pre-school. A planned programme runs throughout the nursery, suitably adapted for each room. Children have access to a range of toys and equipment. Planning allows for a balance of free play and structured activities. Staff spend time with children supporting them in their activities.

The nursery has developed a good working relationship with parents. The entrance area displays an active parents notice board. Staff ensure that parents are kept up to date with children's progress by daily discussions, written daily records for babies and written termly progress records for the older children.

#### **What has improved since the last inspection?**

Not applicable as this is the nursery's first inspection

#### **What is being done well?**

- The commitment of management to employ qualified staff, and providing opportunities for staff to update their practice by accessing further training.
- Staff are very aware of children's needs and these are respected. Consideration is given to the younger children's sleep patterns.
- Staff are good role models, show respect for each other and the children, which in return promotes good behaviour.
- Good working relationship are evident with parents, the friendly atmosphere encourages good communication between staff and parents, who are regularly informed of their child's progress.

#### **What needs to be improved?**

- the provision of a healthy and nutritional mid day meal suitable for children
- the paperwork to develop a procedure for uncollected child
- the organisation of staff to ensure students, as stated in setting's policy are not left alone with the children.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
2	Ensure students are not left alone to supervise children.
2	Further develop the procedure for the uncollected child.
8	Ensure lunchtime meals provided are healthy, nutritious and suitable for children.

## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

Children are making generally good progress towards the early learning goals in all six areas of learning.

Teaching is generally good. Children's individual needs are recognised, encouraged and praised. Children's behaviour is good. Staff plan an interesting range of activities using full advantage of the outside play area as extension of the classroom.

Planning is based around Cornwall Early Years footsteps planning and is linked to the early learning goals, however there is limited evidence to show how plans are adapted to suit all children.

Leadership and management is very good. All staff hold relevant level three childcare qualifications. There are regular staff meetings, where staff discuss planning, training and any issues of concern. Staff appraisals are conducted yearly. Management regularly monitor the nursery provision and also seek external advice from Cornwall Early Years Development and Childcare Partnership advisory teacher to improve practice.

Partnership with parents is very good. The information given to the parents about the educational provision is good. Parents are able to discuss their child's achievements with staff regularly and are very pleased with the progress their children are making.

### **What is being done well?**

- Children are confident, they are able to initiate and hold conversations with adults and have a caring relationship with each other.
- Staff work well together as a team, show a clear understanding of the early learning goals.
- Staff's ability to incorporate children's learning by engaging their attention to external activities and developing their knowledge.
- The classroom environment is continued in the outside play area giving children the choice of indoor or outdoor play.

### **What needs to be improved?**

- the planning to be further developed to show how activities are modified for the more able and less able child
- the organisation of the classroom to enable children to see comfortably during story-time, to ensure the disruption of people walking through the classroom and the increase in the noise level as a consequence does not have an impact on the children's learning

- the development of the physical programme for children to experience a range of balancing skills
- the maths programme to include regular reference to numbers in the written format.

**What has improved since the last inspection?**

not applicable as this is the settings first nursery education inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, happy and settle easy within the group. They behave well and are becoming familiar with everyday routines and are eager to take part in activities. They are learning to share, take turns and are developing a caring disposition towards each other. The organisation within the classroom environment gives children the choice to play indoors or outside for the majority of the session.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are beginning to learn to listen to each other during circle time. Opportunities for children to understand that print carries meaning achieved at story time and by use of various labelling around the room. Children are able to recognise their own name labels on coat pegs and at the snack table, some can recognise each other's. Careful consideration needs to be given when encouraging children to write. Children actively enjoyed the story time however the book area used is very cramped.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children introduced to simple calculations in a meaningful way, sharing of 2 torches between 3 children. Plenty of mathematical language used, children able to identify big, bigger, short, smaller. Children are able to use positional language in the correct context. Although children able to count, no reference is made to the written number, for example staff do not encourage children to regularly refer to the number line within the classroom.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoyed the spontaneous observation of crane within the college grounds. Good use made of extending their vocabulary with children able to discuss certain machinery parts. Children are able to design and build with construction toys. Children experimented with torches in the role-play area and showed understanding of how torches work. Planning shows children also have the opportunity to use the computer although not used at inspection.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently both indoors and outdoors, however there is less opportunities for children to develop their balancing skills through physical activities. They are confident in handling various tools which develops their hand eye co ordination, for example able to use dust pan and brush to sweep up spilt sand, children encouraged to pour own drinks and cut up their own fruit at snack. Children are able to use scissors with good control.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children are able to experience a variety of art and craft activities. They joined in enthusiastically with the singing of nursery rhymes and actions songs as a group with some eager to sing individually. Planning shows children have access to a range of musical instruments. Children particularly enjoyed guessing the articles in Santa's sack. Their imagination is further developed by staff in role play and during relaxation time.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop the planning to show how activities are adapted to suit the more able and less able child
- improve the organisation of the classroom around the book area, ensuring at story time all children can sit and see comfortably, and ensure the disruption of people walking through the classroom and the increase of noise levels do not have an impact on the children's learning
- increase the physical development programme to enable children to develop their balancing skills.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*