

Helston Day Nursery

Inspection report for early years provision

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Inspector Kevin 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*.

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Description of the setting

Helston Day Nursery registered in 1989. It operates currently from a large portable building, situated in the grounds of Helston Community College, in Cornwall. A maximum of 30 children in the Early Years age group may attend the nursery at any one time. The nursery is open each weekday from 8am until 5pm during term times and some weeks during school holidays. There is ease of access to all areas used by the children including the secure enclosed play area. The provision is registered by Ofsted on the Early Years Register. There are currently 27 children attending who are within the Early Years age range. Some children also attend the Early Years units of local primary schools in the area. The nursery employs four full-time and one part-time members of staff. All staff have NVQ Early Years qualifications at Level 3. The setting receives support from an advisory teacher from the Local Authority Family Services and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy attending this small well-run nursery. Staff are welcoming and sensitive to children's individual needs. Children relate well to staff and to one another in this harmonious atmosphere. The excellent partnership with parents helps children make good progress in their learning and ensure welfare needs are fully met. Those in charge are committed to the continuous improvement of the provision, however there are essential omissions from the safeguarding policy. There is a strong inclusive focus on ensuring all children progress well in their learning and development, although there are some minor weaknesses in relation to the organisation of the outdoor area.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- update the safeguarding policy to contain the procedure to be followed in the event of an allegation being made against staff. (Safeguarding and promoting children's welfare) 06/01/2011

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

- extend the range of outdoor activities to include table top activities that give further opportunities for spontaneous mark-making, early writing and fine motor skills development particularly for boys.

The effectiveness of leadership and management of the early years provision

The staff are well managed and work as a highly efficient team which is focused on ensuring that children's welfare needs are met and that the children make good progress in their learning and development. The nursery runs smoothly on a day-to-day basis because staff understand their roles and are committed to ensuring that the nursery is a safe, hygienic and nurturing environment.

Those in charge have a good understanding of the strengths of the provision and the areas for development. Policies and procedures are regularly reviewed to enhance the quality of provision. The safeguarding policy, however, does not contain the procedures to be followed in the event of an allegation being made against staff and this is a breach of a specific legal requirement.

The tracking system has been revised to better enable staff to identify where individual children need focused input. An outcome of the continuous improvement is the forthcoming relocation of the nursery to a newly refurbished unit also on the college site. Links with parents are strong and effective. For example, ideas from parents have been incorporated into the design of the new unit. The vetting procedures for staff are robust. The close links with Helston Community College on whose site the nursery is based has enabled childcare students from the college to gain work experience in the nursery and three of the current staff were once college students.

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

Staff demonstrate a commitment to an inclusive ethos to ensure the wellbeing of all children. Safeguarding arrangements are generally secure. There are detailed daily safety checks and a rigorous hygiene regime. The nursery is thoughtfully planned to provide a good range of resources to interest children of different ages. There are some minor weaknesses in the organisation of the outdoor area, for example space does not offer any table-top activities and there are limited opportunities for mark-making and the further development of children's fine motor skills. Children's behaviour is well managed using positive encouragement to promote the happy and harmonious atmosphere. The partnership with parents and carers is excellent. Parents and carers report that staff have a good understanding of their child's individual needs and address those needs well. The daily report sheet that keeps parents and carers fully informed of the welfare and development of their child during the session, enables parents and carers to build upon the excellent work of the nursery when at home with their child. The outcomes of this very strong partnership are evident in the good progress identified in all children's well documented 'learning journeys'.

Staff interact effectively with children and use a good range of strategies to stimulate interest, extend the level of individual challenge and to encourage a child to reflect upon and talk about their activities and feelings. Children enjoy playing

together and feel safe as they thrive in this secure and supportive environment. They move freely between the indoor and outdoor spaces, confidently choosing activities that interest them and independently accessing resources. All children are developing a good level of independence, such as putting on their wellingtons when going outside or, as in the case of an 18-month-old child, going to the tissue dispenser for a tissue to wipe his nose. Older children show they can link sounds and letters and recognise their own names written down. Some children can write their names legibly and grip a pencil correctly. Older children can count numbers to 10 and beyond, recognise basic geometrical shapes and can sort objects in order of size, using the appropriate language. The youngest children, aged 10 months and older, enjoy exploring the setting and show an interest in the resources provided. Staff engage creatively with them to develop their awareness and dexterity. Four-year-olds handle tools confidently in shaping play-dough. Two year old children purposefully explore cause and effect by rolling balls down a chute and altering the angle of the chute. Children show strong creative development through imaginative role play, using appropriate terminology. Children digging outdoors show a fascination for the natural world, watching the movements of the worms they uncovered. Children take pleasure in singing together and enjoy the wonderful props devised by staff to illustrate the stories in the songs. This enhances their sense of being part of the nursery community very strongly.

Children eat healthily and access drinking water when they need it. They show good physical development through activities such as climbing and balancing in the outdoor area. All children make good progress towards developing the necessary literacy, numeracy and technology skills for their future wellbeing. Parents report that children gain a great sense of achievement by taking on the special responsibilities given them by staff.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
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	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	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	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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