

Kneehigh Nursery

Inspection report for early years provision

Unique reference number	EY221987
Inspection date	04/10/2010
Inspector	Sara-Jane Frost

Setting address	Tretherras Road, Newquay, Cornwall, TR7 2RE
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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

Kneehigh Nursery is privately owned. It opened in 1991 and operates from a purpose-built building, which is situated in a residential area on the outskirts of Newquay, in Cornwall. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 38 children aged from two years to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities. The nursery also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, all of whom hold appropriate early years qualifications to at least NVQ at level 2. One member of staff is working towards Early Years Professional Status. The nursery provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Kneehigh Nursery provides a friendly and inclusive environment where children are eager to enter and meet their friends. Staff ensure children's individual needs are respected, enabling new children to the setting to feel safe and secure. Children clearly benefit from effective use of the outdoor facilities. Children progress well in their learning and development. All recommendations raised at the previous inspection have been addressed effectively. The nursery staff reflect on their practice accurately overall, and act on the advice of outside professionals; consequently, they are well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure records are easily accessible and available for inspection by Ofsted (Documentation) 31/01/2011
- give parents free access to developmental records about their child (for example, their 'learning journeys') (Safeguarding and promoting children's 31/01/2011

welfare)

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

- review the organisation of adult-led activities so that children are not kept waiting, unoccupied.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as all staff clearly know the processes to follow should they have any concerns about a child in their care. Children are further protected through effective recruitment and induction systems. Clear security systems are in place; additional systems protect children when playing outside. Risk assessments are undertaken and recorded as required.

Children's art activities make the rooms bright and welcoming. The areas used by the children are well organised allowing children to freely move indoors and outside. Children have access to a good range of resources, which are used well to support their learning and development; for example, a well-stocked craft trolley helps children make choices during creative play

The nursery has a clear plan for its future development. All staff and parents are invited to contribute to the evaluation of the provision at staff meetings or through questionnaires. Good attention is given to staff training needs and gaining further qualifications. Evaluation is mostly accurate. Staff follow guidance from the local authority advisory team to improve their practice. Staff work very well as a team, knowing their roles and responsibilities. Documentation is maintained well, although not all is available for inspection, as required.

Staff have a good working relationship with parents, who regularly receive useful information about the nursery; however, children's learning journals are not always freely accessible to parents, as required. Parents state that staff are very friendly and approachable and how happy their children are at the nursery. Systems are in place to ensure the individual needs of children with special educational needs and/or disabilities are supported well; for example, staff make use of sign language and provide additional special resources, as required. Staff establish good links with other early years providers, having a clear understanding of how to do this and why it is necessary.

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

Staff at the nursery are confident in their knowledge of delivery of the Early Years Foundation Stage Framework and help children to make good progress overall. Planning is effective. Key workers provide additional input to ensure children's interest and support children well. Systems for observations throughout the day provide key workers with additional information to plan next steps effectively.

Children make good use of the outside play area. Children clearly know routines as they discuss whether they need to wear outdoor clothing. They confidently put on and take off suitable waterproof clothing for outdoor play. Staff ensure there is a good balance of adult-led and child-initiated play. Although they understand the purpose of small group activities, sometimes staff are not fully prepared for them, so children are kept waiting, unoccupied. Staff are confident in allowing children to develop their own play opportunities. For example, 'car wash activity' water is tipped out onto the ground while children watch it move and develop into a small stream. More water is added and they watch the flow grow bigger, finding a paint brush to make the water move quicker to the puddle at the end. They splash by jumping into the puddle and look at the splash marks made on the nearby wooden fence. Children's mathematical and language skills develop gaining useful skills for their future lives. For example, they talk about size, shape, patterns and the sounds they make as they jump in the puddle.

Staff foster children's self-esteem well, providing them with opportunities to feel safe in new surroundings. For example, children begin the provision by holding onto their blanket for security, and as they start to feel secure they leave their favourite toy in the office. Children eagerly seek out their friends and quickly engage in play. They listen and share with each other at circle time and other parts of the day.

Children learn about their local environment as they venture outside of the nursery on trips, for example, to the local zoo. They learn about the changes in season as they walk around the perimeter of the nursery's grounds on their 'autumn bingo walk'. Children become engrossed as they watch a 'daddy long legs' move up the basket handle and the large spider at its web. They observe the ripening stages of blackberry fruits. They learn about keeping themselves safe as they discuss not eating berries unless 'mummy or daddy say they can'.

Children's health and hygiene practices are promoted well. A healthy well-balanced cooked lunchtime meal is provided by the nursery. Parents, if they prefer, can provide a packed lunch, which is stored appropriately. Snack time is cafeteria style, which allows children to choose when they want to stop playing and partake in some refreshment, such as fresh fruit and croissants. Suitable utensils for spreading are provided, which encourages children's independence further.

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	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	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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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