

Roche Pebbles Day Care

Inspection report for early years provision

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11/02/2011

Inspector

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Setting address

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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

Roche Pebbles Day Care provision has been registered since 2003 and is managed by a voluntary committee. It is situated on the site of Roche Primary School, approximately six miles from St Austell, Cornwall. Children are cared for in a self-contained nursery unit and have access to a large secure enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 51 children aged under eight years, 21 of whom may be under two years, at any one time. The setting is open from Monday to Friday from 8am until 6pm, for 50 weeks a year. Children attend for a variety of sessions. There are currently 93 children on roll, 60 of whom are in the early years age range. Some children also attend another early years provision. The setting is in receipt of early education funding for children aged three and four years. The setting supports children with special educational needs and/or disabilities.

There are 10 staff employed to work with the children, nine of whom hold appropriate early years qualifications. One member of staff has completed Early Years Professional Status training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage framework. They meet children's individual needs well. Children make good progress in their learning and development through the provision of generally interesting environments. Information is generally shared very effectively with parents through a variety of appropriate methods. The setting work closely with early years agencies, in order to keep up-to-date. All staff are actively involved in monitoring and evaluating nursery practice and demonstrate a very positive attitude to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- implement plans to further develop and enhance the outdoor learning environment
- improve the systems for children's assessment further, through maintaining a regular two-way flow of information with parents.

The effectiveness of leadership and management of the early years provision

The day care setting has implemented robust procedures to safeguard the children attending the provision. The manager is highly organised and supportive of her staff team. Staff are confident and capable in their roles and responsibilities. All are well qualified and experienced. Staff demonstrate a positive attitude and are committed to the principles which underpin the Early Years Foundation Stage framework. Children's unique needs are identified, respected and met well. Very effective written risk assessments are used well to maintain children's safety and security at all times. Appropriate safety and security measures are in place to restrict access to areas that require adult supervision. Children are closely supervised and are protected from unvetted persons. Staff demonstrate confidence in their ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Children Board procedures. Children practise emergency evacuation procedures regularly, in order to develop their confidence and familiarity with these.

The premises have recently been extended, in order to provide an additional room for toddlers, so improving the provision for them. Staff organise the setting very well in order to provide a safe, secure and generally enabling environment. The staff evaluate the provision successfully to identify appropriate areas for further development. For example, they have recently extended the outdoor play area, although children cannot freely access this throughout the year, which impacts on those children who learn better outside.

Positive partnerships have been established with parents and other early years providers in order to maintain continuity of care and cohesive learning experiences for children. A good range of written policies and procedures, contracts and consents are used to agree and maintain good practice. Newsletters, a notice board and daily verbal information sharing also enhance the practice. Staff have introduced generally effective assessment systems, which include written observations, photographs and examples of children's work. These are used well overall to celebrate children's achievements and to identify appropriate 'next steps' for their learning and development; however, they are not shared sufficiently regularly with all parents, to support two-way communications fully. Future planning is informed by these records and provides good opportunities for children to make progress. The setting is generally successful in their ability to be inclusive in their practice. Staff recognise the benefits of working as a team to reflect upon their practice and have implemented good systems for self-evaluation, in order to drive further improvement.

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

Children are happy, settled and content in the care of staff. They have formed strong and trusting relationships with adults and other children. Children enter the setting enthusiastically and separate from their parent easily. They follow the good examples set by staff and are polite, kind and helpful. They demonstrate good

social skills and are well mannered. They enjoy sharing items brought in from home with other children during whole group discussion time. Babies are well cared for and supported in their play. A strong focus on social interaction and communication skills enables children to develop friendships with others. They chatter happily with adults and other children and busy themselves in self-chosen and purposeful play. Children and babies communicate effectively through facial expression, body language, vocabulary and signing. They enjoy a good range of books for personal enjoyment, to share with others and for reference. Children are encouraged to write messages on the wipe board. They make good use of name cards during the session and have their own labelled coat peg in the entrance foyer, to help them recognise their names. Toys and resources are labelled with words and pictures to encourage children to find favourite toys easily and independently. Children's written work is prominently and attractively displayed. As a result, children have developed a good sense of belonging.

Children and babies build and construct using a good range of resources such as blocks and boxes. They successfully cooperate and negotiate to achieve desired results. Some children are confident to count to ten and older children recognise numerals and the associated number of objects. They add and subtract when singing favourite counting songs, such as 'Five currant buns in the baker's shop'. Children complete increasingly complex puzzles with adult support. They are skilful in their use of programmable and interactive toys and computer equipment. This all helps children gain useful skills for their future lives.

Children explore the community, as they visit local places of interest. They have forged strong links with the local school, which aids transitions between the two provisions. Children are developing a positive respect and awareness of their own cultures, beliefs and abilities and those of others through use of a suitable range of toys and resources and planned activities. Children with additional needs are supported well within the setting. Children are developing an awareness of sustainability as they collect used packaging to make models. Babies enjoy exploring a good range of interesting items such as wooden spoons, metal dishes, cardboard tubes and containers.

Children progress well in learning about safety. They move around the setting confidently, negotiating steps carefully when going outside. They use outdoor equipment safely, such as climbing apparatus. Children benefit from daily opportunities for fresh air and physical exercise, as they have free access to the outdoors. Healthy eating is promoted well and children enjoy nutritious food in sufficient quantities for their individual needs. Children routinely follow good procedures for hand washing and nose blowing and progress well in understanding the importance of maintaining their own health.

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

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	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