

Liskeard School Nursery and Pre-School

Inspection report for early years provision

Unique reference number	103164
Inspection date	08/03/2011
Inspector	Anne-Marie Moyse
Setting address	Luxstowe, Liskeard, Cornwall, PL14 3EA
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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

Liskeard School Nursery and Pre-school is a committee run group. It opened in 1997 and operates from rooms within the central building of Liskeard School and Community College which is situated in the town of Liskeard, in Cornwall. The setting has use of two playrooms, with associated toilet facilities, a kitchen, babies sleep room and an office. There is a fully enclosed garden and play area. Entry to the setting is via the school buildings. The setting opens from 8am to 4pm each weekday, during school term times only. Children from the local area attend for a variety of sessions.

A maximum of 23 children, under the age of eight years may attend the nursery at any one time. Currently, there are 37 children on roll aged from seven months to four years. The setting supports children with special educational needs and/or disabilities. The setting is able to receive funding for nursery education for three- and four-year olds. It is registered on the compulsory and voluntary parts of the Childcare Register. The nursery employs five members of staff. The manager is an Early Years Professional, and is supported by one member of staff qualified to level four, and two who are qualified to level three. Staff are working towards higher professional qualifications. The setting receives support from the local authority, and they are members of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the quality of the provision is outstanding. A thoughtful, reflective and cohesive team of staff are exceptionally well managed and ensure highly effective provision for every child. Strong relationships have been established with parents and others to obtain detailed information on each child's unique needs and preferences. Security and safety of children is given a high priority, with all staff understanding their responsibility in keeping children safe. As a result, children are cared for in warm, stimulating and welcoming environment where their learning is fully supported. The setting has implemented significant changes and continually strives for further enhancements, demonstrating its excellent capacity to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- extending the strategies used to help support children in their transitions between one setting with another or within one setting

The effectiveness of leadership and management of the early years provision

Children's well-being is fully safeguarded by the clear and effective systems in place to keep them safe. Staff are exceptionally vigilant and supervise children continually, yet allow children to make their own assessment of risks. All areas of the setting are rigorously checked before children arrive and are continually checked throughout the day to ensure that any hazards are minimised and the environment remains safe for children. Detailed risk assessments are made before children leave the premises for outings to other places of interest. Robust systems are in place to ensure that all staff are appropriately checked and continue to remain suitable to work with children. Meticulous procedures are in place to monitor access to the provision and any unvetted persons are well supervised to help keep children safe. All staff have a clear understanding of the child protection procedures and safeguarding issues to follow should they have any concerns over a child's welfare. Recently-updated policies and guidance documentation are freely available to all staff and parents to guide and refer to if there are any concerns. The enabling environment is exceptionally well resourced with high quality toys, equipment and materials to promote all areas of children's learning both indoors and in the outside area. All ages of children are very well supported with their own designated areas and equipment appropriate to their ages and stage of development. Resources are appealing, well presented and easily accessible for all children, including children with limited mobility. Staff are valued, well trained and provide consistent support for each and every child, and are totally committed to safeguarding the children in their care.

The staff are very reflective and continually review and identify areas for improvement. The setting has engaged in an external quality assurance programme to help them systematically review and prioritise areas for development. The provision supports all staff in continual professional development and training, and successfully implements changes as a result of this. For example, the manager has recently completed training in 'forest schools', and is striving to obtain a piece of land in order to bring this activity into the curriculum on a regular basis. Feedback from all, particularly parents, is welcomed and used effectively to drive improvements, such as the new systems used to share information between the home, other providers of the Early Years Foundation Stage and the setting. Now communication notebooks are used with each child, detailing all aspects of the child's day and learning whilst attending the setting. This has benefitted children by improving consistency for each child.

The offer of a home visit and detailed induction procedures for new children and parents helps build a trusting and respectful relationship between the staff and the parents. This is maintained through regular meetings to discuss children's progress and agree appropriate targets for children's next steps in their development. All children's diverse needs are known, understood and valued. The staff work closely with other agencies, involved with children to proactively obtain relevant training and equipment, ensuring every child is fully included and enabled to participate in the provision in every respect. Links with all local schools are being formed to help

minimise children's concerns in their transition on to their next stage of learning. Staff recognise the importance of this and identify the need for additional strategies to be used both between settings and within the provision as children move rooms. This is an area for further development.

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

Every child's unique needs are very well known and understood. Staff promote a warm and welcoming environment for children, where they feel extremely secure and well cared for. Children separate well from parents and quickly become engaged in the activities and resources on offer. All children are exceptionally well behaved and they take pride in their surroundings. They are polite and have established firm relationships with the staff and others attending. Throughout the setting children learn about the diverse society they will experience, with positive images placed at low level and used in their daily play. Excellent interaction and engagement between staff and children contributes to the outstanding progress children are making, fostering positive dispositions and independent learning.

Babies and toddlers have a bright and attractive play room, which opens onto their own covered play space outside. A sleep room and kitchen are impeccably clean and well organised to promote children's safety, comfort, and their individual routines. Resources are at low level and motivate the crawling babies to reach toys, extending their co-ordination and control. Messy activities are on offer and simply planned and presented to engage the toddler's interest and curiosity. Their senses are stimulated as they make pictures using natural materials, manipulating the glue and adding fragrant materials, such as organic citrus tea, extending their sensory and creative development. All children are able to access the outdoor environment throughout the day, which is secure and safe for everyone. Babies are dressed warmly and benefit from the fresh air and access to additional resources. Water trays containing plastic ducks and pebbles provide opportunities for toddlers to begin to learn the concept and vocabulary around floating and sinking. This is extended as they watch the bubbles 'float' into the air and 'sink' to the floor. Some try blowing their own bubbles and squeal with delight as they succeed. Children's love of books is fostered at an early age with toddlers self-selecting books from the attractive display to read independently or cuddling up with a member of staff.

The older children have a highly stimulating and enabling learning environment where they can freely choose where to play and learn. The outdoor area is particularly well resourced and children prefer to play outside for most of the day. All areas of learning are promoted in the outdoor environment, with children mark making, reading books, developing role-play scenarios and solving problems using the various crates, planks and net to design their own play areas. Children observe and comment about the patterns their shoes make as they walk in the enormous sand area. They play harmoniously with their friends, being helpful fire officers or superheroes.

Staff plan activities based around children's own interests and stage of development. Currently, an interest in gardening has been prompted by a favourite television programme. Small world story boxes have been constructed with miniature figures and resources so children re-enact and develop their own imaginary world. Outside, compost, pebbles, pots and plastic flowers are available for children to plant their own containers. They tend the existing plants in the small garden, independently collecting water from the water barrel to water them. Children decide to plant some unknown seeds and predict what might grow, representing their ideas through creative resources and collage making. Children become engrossed in reading the reference books about various bugs and insects that may be found in the garden. Staff support children in offering to read the text, but often children like to discuss their own ideas and thoughts.

Staff maximise children's opportunity to learn through regular routines. At snack, children know to wash their hands and are independent in organising and pouring their own drinks. Numbers are laid out to represent how many pieces of fruit can be taken at one time. Staff sit and talk with the small groups of children, encouraging their conversation skills and vocabulary. Children learn how to keep themselves safe by practising the evacuation drill regularly and activities, such as fire making, are used to extend children's understanding of being safe around fires.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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