

Trailblazers

Inspection report for early years provision

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Inspector

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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

Trailblazers nursery is run by the statutory body of Treverbyn CP School. It originally opened in 1998 and fully moved into the children's centre building based on Treverbyn school site, near St. Austell, in Cornwall, in 2011. A secure area is used for outdoor play activities. The setting is open each weekday from 8am until 6pm all year round. A maximum of 46 children aged from birth to three years may attend the setting at any one time. There are currently 28 children on roll. The nursery supports children with special educational needs and/or disabilities. The provision is registered by Ofsted on the Early Years Register. Care is also offered to children aged from three to 11 years although this does not need registration since it falls within the school provision. There are 13 members of staff working with the children, all of whom hold appropriate early years qualifications to a National Vocational Qualification level 3. Of these, three are currently completing further training to a degree level. The manager holds a level 4 qualification.

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. They work very positively with parents to share useful levels of information. As a result, they are effective in ensuring that children's unique needs are identified, respected and met. The nursery liaises successfully with the local authority early years advisor and the local school, but have yet to develop fully effective partnerships with other early years providers. Effective systems for assessment and self-evaluation are in place although both are still under development.

What steps need to be taken to improve provision further?

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

- develop further systems for observing and assessing children's progress and use them to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop further systems to maintain a regular two-way flow of information with other providers to ensure a shared approach to children's care and learning
- develop further systems for monitoring and evaluating practice to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The nursery follows robust procedures to safeguard the children in their care. The staff team are highly confident and competent in their roles and responsibilities. All are appropriately qualified and experienced and procedures are in place to check their suitability to work with children. Effective written risk assessments are used in conjunction with daily visual checks, to maintain children's safety and security at all times. Risk assessments are regularly reviewed and updated as required. Children practise evacuation procedures with the adults, in order to develop their confidence and familiarity with what to do in an emergency. Appropriate safety equipment is used to protect children and restrict access to areas which 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.

Staff organise the nursery well to provide a safe, secure and enabling indoor and outdoor environment. Although children of differing ages benefit from their own designated room, they also have good opportunities to interact and enjoy each other's company during the day. Children have free access to a wide range of interesting and enjoyable toys and resources. They are confident to initiate play and engage in adult-led activities. Children's individual preferences, interests and abilities are respected and opportunities for learning are carefully planned for by their designated key person. Staff have recently reviewed and improved the systems for assessing children's progress. These systems are effective although they do not currently formally link children's specific 'next steps' with future activities. Children are developing a positive understanding of people's differences. The nursery makes good use of signing to successfully include all children and enable them to contribute ideas and express themselves fully.

The nursery recognises and values the importance of maintaining effective partnerships with parents. Staff share good levels of information through a variety of methods such as written policies and procedures, notice boards, newsletters, contracts and consents. Parents express their satisfaction with the nursery practice and are particularly happy with the good opportunities for daily discussion. Parents' feedback is actively sought and welcomed. It is used successfully to drive future improvement, such as developing additional systems to notify parents when newsletters are updated. There is evidence that parents are included in nursery activities, as they participate in the 'graduation ceremony' for older children who are moving on to school in September. As a result of these positive relationships, the setting is fully inclusive in their practice. Some children also attend another early years provision, but attempts to share information have not proved successful. As a result, these children do not benefit from a shared approach to their care and learning. The manager has recently worked in conjunction with the school to develop effective systems with which to monitor and evaluate the nursery practice. These are still in their early stages but the nursery has successfully identified several areas for development that will improve outcomes

for children. This demonstrates staff's commitment to driving improvement.

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

Children have established strong and trusting relationships with adults and other children. They are happy, settled and content and have developed a sound sense of belonging. They enjoy free access to a suitable range of interesting and enjoyable toys, resources and activities for self-chosen play. They enjoy an end of term 'cowboy' party. Children and staff dress in cowboy outfits. They have previously explored where cowboys live and their lifestyles. They have made a tepee and watched a cowboy film. They enjoy exploring and investigating the recently extended outdoor area. They enthusiastically anticipate a mid-morning treat of freshly cooked beef burgers, enjoyed outdoors in their 'camp'. They use water pistols to shoot at toy ducks targets. 'Wanted posters' showing faces of staff members are displayed outside, so that children can 'hunt out' the adult and 'capture' them, as they hide in the woodland area. Children enjoy playing hoopla using lasso rings and a pretend cactus. They count how many hoops they successfully throw onto the branches. Children also make 'neckerchiefs' which they decorate with patterns, using fabric pens. They wear these proudly as they role-play.

The nursery has established strong and positive links with the school. As it is the end of the school term, children participate in an outdoor 'graduation ceremony', during which all nursery children, and the parents of those who are leaving, gather outdoors to recognise the achievements of the children who are going on to school in September. They receive a certificate to mark their time spent as a valued member of the nursery. Younger children watch attentively and clap supportively when certificates are given out. Children benefit from free access to the outdoor area at all times. They have use of a nature trail pathway and they are able to climb, run, slide and jump using the equipment on the upper level of the outdoor play area. Children's health is promoted well as they follow established health and hygiene routines, such as regular hand washing. They have free access to fresh drinking water and enjoy nutritious meals and snacks. Children sit socially with other children and staff to eat at lunch time, some have meals provided by the school and others have brought a packed lunch from home. All display good table manners as they follow the good examples set by adults. Children also take part in regular massage sessions, where they ask other children if they would like a massage, before treating them to a shoulder rub. They will then receive one in return. As a result of this practice children are developing their social skills, empathy for others and cooperation and negotiation skills. Children are curious, inquisitive and keen to learn. They are making good levels of progress during their time at the nursery.

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	3
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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