

Egloskerry Nursery

Inspection report for early years provision

Unique reference number

EY422841

Inspection date

06/09/2011

Inspector

Sarah Wignall

Setting address

Egloskerry School, Egloskerry, LAUNCESTON, Cornwall,
PL15 8RT

Telephone number

01566 777036

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Egloskerry Nursery is run by Coombe Valley Egloskerry Ltd and has charitable status. An associated company has provided an early years provision on this site since 2004. Egloskerry Nursery was re-registered in the new building in 2011. It operates from purpose built premises located on the Egloskerry Primary School site, near Launceston in Cornwall. A garden area is used for outdoor play activities. The setting is open on a Monday, Tuesday and Thursday from 8.15am until 1.15pm, on a Wednesday from 8.15am until 5.30pm and on a Friday from 8.15am until 3.15pm during term time only. A maximum of 18 children under eight years may attend the setting at any one time, all of whom may be in the early years age group.

There are currently 15 children attending who are within the Early Years Foundation Stage. The setting is in receipt of early education funding for three and four-year-old children. Most children live locally and the setting has strong links with the adjoining primary school. The nursery also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are two members of staff, both of whom hold appropriate early years qualifications to National Vocational Qualification at Level 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the nursery. They are well supported as they play and learn and as a result, make good progress in their overall development. Strong partnerships with parents and others ensure staff are aware of children's individual needs. The setting uses self-evaluation effectively to identify their strengths and formulate action plans for future development, for instance in providing more opportunities for children to learn about diversity and the development of the outdoor area. They demonstrate a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further children's awareness of differences in gender, ethnicity, language, religion, culture and special educational needs by providing positive images and resources to support their learning
- develop further the garden area to enable children further opportunities to freely explore, use their senses and be physically active and exuberant across all areas of learning.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment. Regular risk assessments are carried out to ensure both the indoor and outdoor environment remain suitable for children's use. Staff have a sound understanding of safeguarding and are fully aware of procedures to follow, if concerned about children in their care. They are well supported by senior management who are available for advice and support if needed. Detailed policies and procedures are in place to support practice. Children are well supervised by cleared and vetted staff.

The setting is staffed by two key members of staff who have recently completed training to level 4. Staff work well as a team and demonstrate a good awareness of their roles and responsibilities. Children are cared for in one main base room, which is well organized with different areas of play. The enclosed outdoor area is well used with children having the opportunity to choose to play outdoors for part of the session. Staff are keen to further develop the grassed play area to promote all aspects of play and learning. Children have easy access to a varied and interesting range of toys and resources. For instance, they thoroughly enjoy digging in damp sand or making models using clay.

Staff promote equality and diversity well. They have established strong relationships with parents and work closely with them to ensure they are fully informed of children's individual needs. Staff promote children's understanding of their own community well and topics are used to support their knowledge of diversity. Staff are keen to provide additional resources to increase children's experience and understanding of difference. Parents receive comprehensive written information on enrolment and regular newsletters and notices keep them informed of forthcoming events and changes. They have access to children's learning journeys at any time and regular meetings are offered to share and discuss progress. At inspection, parents provide positive feedback about the setting. The setting has established strong partnerships with the adjoining primary school and monthly visits are arranged for all children, to increase their confidence and familiarity with the setting.

Staff at the nursery are well supported by senior management who visit regularly to offer ongoing advice and support. They complete a detailed self-evaluation which is used to formulate clear action plans for future development. They are keen and committed to developing the nursery and use parent questionnaires and feedback to inform their development. They are committed to improvement.

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

Children are happy and settled in the nursery. Children returning to nursery following the long school holidays and new children starting, settle very quickly to

play with their friends and meet new children. They have formed positive relationships both with staff and each other and they demonstrate a strong sense of belonging. Children play very well together and demonstrate a caring approach to others. For instance, older children help younger ones find their name card or offer tissues when they are upset. Staff reward their caring behaviour with praise and encouragement. Children are confident and independent; helping themselves to toys and resources, visiting the bathroom and washing their hands. They enjoy playing with others and readily join in with a game. For instance, several children use a range of real tools as they pretend to comb and straighten a member of staff's hair, or they help each other to build a tower with bricks.

Sessions are well organized with a good balance of free play and child-initiated activities. Staff sensitively support young children as they gain confidence in the setting. They offer additional support if they are upset, gently guiding them to new areas of play and encouraging them to join in at group times. Children develop good listening skills as they listen to sounds different instruments make, taking turns to bang, shake, and rattle a range of instruments. They learn to take turns as they pass a bag between themselves, selecting different picture cards in turn. They thoroughly enjoy singing rhymes and songs and young children copy the actions of older children and staff. Staff have a good understanding of how young children learn and they offer a varied and practical range of activities. They carry out regular observations of children, which they use to assess progress and inform their planning.

Children develop a good understanding of healthy lifestyles. They enthusiastically wash their hands regularly during the day and staff remind them that they may need to put on jumpers or coats before going outside to play. Snack times are a social occasion with all children sitting together with staff to eat. They are offered a healthy range of snack foods, such as fresh fruit and they are encouraged to drink regularly throughout the day. Information about special diets and allergies are discussed and recorded. Parents are kept informed of any accidents or illness at the setting and staff closely monitor any recurring accidents at the setting. Good use is made of the outdoor decked area for fresh air and exercise. Children gain good physical skills as they roll balls to knock down skittles or mould and shape clay with their hands. They use their imagination well and proudly show staff what they have made, using clear communication skills to describe their model as a 'volcano'.

Children feel safe and secure in the setting. Toddlers demonstrate this as they confidently crawl around, helping themselves to toys and resources. They particularly enjoy using a range of tools to dig in the sand or to roll balls outdoors. Older children independently access resources, getting cups to fill if they need a drink, and helping to tidy up when asked to do so. Children respond well to the calm and caring approach they receive from staff. They are encouraged and well supported as they play and as a result, they have a positive attitude to learning. These skills equip them well for the future.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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