

Flying Start @ Cornwall College- Camborne

Inspection report for early years provision

Unique reference number	EY426162
Inspection date	03/10/2011
Inspector	Jayne Pascoe
Setting address	Cornwall College, Trevenon Campus, Pool, REDRUTH, Cornwall, TR15 3RD
Telephone number	01209 611609
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

Flying Start@Cornwall College is a privately owned and managed and is part of a chain of nurseries. It was re-registered in 2011 due to a change in company status. It operates from purpose-built, self-contained premises on the Cornwall College campus. Children are cared for in four large play rooms and have access to a fully enclosed and well-resourced outdoor play area. The nursery is situated in Pool, near Redruth, Cornwall. It is open each weekday from 8am to 6pm for 50 weeks of the year.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 96 children may attend the nursery at any one time. There are currently 129 children in the early years age group, some are in part-time places. Of these, 22 receive funding for nursery education. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 23 members of staff, of whom 17 are qualified to a level 3. There are three members of staff currently working towards a level 3. One member of staff has recently achieved Early Years Professional Status. The manager is qualified to a level 4. One member of staff is qualified to a NVQ level 2. The setting operates in line with the High Scope educational philosophy.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The excellent relationships between adults, parents and children are a key strength of this setting. As a result, children feel confident that they are well cared for. A good range of toys and resources are freely available and overall most children's learning is promoted well. The nursery liaise successfully with other early years agencies, in order to keep up-to-date and share good practice. They use effective systems to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve opportunities for promoting older children's learning and development through planned, purposeful play, with a balance of adult-led and child-initiated activities.

The effectiveness of leadership and management of the early years provision

The nursery follows robust procedures to safeguard the children in their care. Staff are appropriately qualified and experienced. The staff work well as a team to ensure the smooth and effective operation of the setting. Children are closely supervised at all times and are protected from unvetted persons. Risk assessments, fire practices and daily routines maintain good standards of safety. In addition, staff have a very clear knowledge and understanding of their child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children.

The nursery is warm and welcoming for children and their family. Children benefit from a well-resourced and enabling indoor and outdoor environment. Each child has a designated key person who works closely with parents to ensure that each child's individual needs are met. Additional support is sought, when necessary, from other agencies. The majority of children confidently initiate play based upon their unique preferences, interests and abilities. Most also engage in purposeful adult led activities. However, there are some missed opportunities for older children to enjoy a sufficient balance of both. Children are developing an awareness of diversity through use of a good range of resources, planned activities and visitors to the setting. Partnerships with parents and other early years providers are exceptionally effective. Excellent levels of information are regularly shared verbally. Written policies and procedures, contracts and consents are used very well to agree and maintain good practice. Shared learning resources such as Heuristic play and story packs also enhance the practice further. Recent plans to encourage the involvement of fathers and grandparents have proved highly successful. As a result, the setting is fully inclusive in their practice.

Recently improved assessment systems are shared regularly with parents, in order to celebrate children's achievements and to identify appropriate 'next steps' for their learning and development. Parents are encouraged to complete their own observations at home and some have already provided excellent assessments which are used to inform future planning for their children's learning. The continued professional development of the staff team is actively encouraged, with all staff regularly attending key training courses to enhance their knowledge and skills further. Good systems are in place to monitor and evaluate the provision, in order to drive further improvement

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

All 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. Children share, take turns and show empathy for others. Babies are curious, inquisitive and confident to explore the indoor and outdoor environment independently. Children enjoy observing themselves in a range of low level safety mirrors and mirror tunnels. Their photograph is prominently and attractively displayed alongside that of other children and staff. As a result, they are developing a sound sense of belonging. Toddlers are engaged in purposeful play outdoors, busying themselves in painting, riding bikes and drawing with chunky chinks. Children chatter happily with adults and other children. Babies vocalise very effectively to express their feeling and needs. All children are able to communicate successfully through facial expression, body language, vocabulary and Makaton signing. They select favourite books for personal enjoyment, to share with others and for reference. Babies greatly enjoy a whole group story time.

A good range of materials is provided with which to build and construct. Children successfully cooperate and negotiate with others to achieve their desired outcome. Some older children can count, recognise numerals and correctly identify the associated number of objects, when using the computer programmes. They complete increasingly complex jigsaw puzzles with and without adult support. Regular opportunities for nature walks, visits to their associated forest school and use of the college campus facilities, promote an understanding of the local community. Recent projects about the fire brigade and construction work were enhanced further as the fire engine and concrete mixer came to visit the nursery. Children have also been actively involved in raising money for the air ambulance by creating attractive fabric prints. Parents have positively contributed to children's learning, by sharing their knowledge of different cultures, languages and beliefs.

Children are skilful in their use of programmable and interactive toys and computer equipment. They are involved in recycling and have recently grown their own fruit and vegetables to cook and eat. Children are creative and imaginative in their drawing, collage and painting. Their art work is attractively displayed for all to value and admire. Effective health and hygiene procedures are firmly embedded in practice. Children are familiar with the emergency evacuation procedures and show an understanding of the importance of maintaining their own safety. There is evidence that overall, children are making good levels of progress during their time at the setting.

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	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	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