

Flying Start Redruth

Inspection report for early years provision

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Inspection date	17/11/2011
Inspector	Jayne Pascoe

Setting address	Redruth Children's Centre, Drump Road, Redruth, Cornwall, TR15 1NA
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Type of setting	Childcare - Non-Domestic

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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

Flying Start Redruth is one of a chain of nurseries, privately run by Flying Start Nurseries (S.W) Ltd. It opened in 2007 and re-registered in 2011 due to a change in company status. The nursery operates from the Children's Centre, sited in the grounds of Pennoweth School, close to the centre of Redruth in Cornwall. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. The nursery operates from purpose-built premises with a secure, enclosed outdoor play area.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 71 children from birth to nine years on roll. Of these, 62 are in the early years age group and 13 children aged two, three and four receive funding for nursery education. Children come from surrounding towns and villages. The setting currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. There are several children on roll, who also attend another early years setting.

The nursery employs 10 members of staff plus a designated nursery cook. Most staff members have early years qualifications to National Vocational Qualification Level 2 or 3. There are five members of staff currently working towards a further qualification, two of whom are completing a foundation degree. One member of staff holds the Early Years Professional Status. The manager has recently completed Forest School training. The setting receives support from an advisory teacher from the Local Authority, the Children Centre, and is a member of the Pre-school Learning Alliance (PLA) and Kernow Association of Day Nurseries (KADN). The setting follows some aspects of the High Scope and Forest School curriculum model.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff demonstrate excellent knowledge and understanding of the Early Years Foundation Stage. In general the nursery is extremely successful in providing an inclusive environment for the range of children attending. The setting follows highly effective procedures to ensure that children's unique needs are identified, respected and met. Staff obtain and share exceptionally good levels of information with parents through a variety of appropriate methods. They also work highly effectively in partnership with other early years agencies. As a result of their extremely proactive attitude and excellent practice, the setting demonstrates an exceptionally good capacity to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- increasing the range of positive images that challenge children's thinking and help them to embrace differences, in particular with regard to disabilities.

The effectiveness of leadership and management of the early years provision

The well qualified, experienced and competent staff team follow exceptionally robust procedures to safeguard children. They demonstrate high levels of confidence in their ability to identify, record and report any child protection concerns appropriately. Extremely effective written risk assessments are used to promote children's safety and security at all times. These are regularly reviewed and updated as required. Children are protected from unvetted persons and are closely supervised closely at all times. Appropriate safety equipment is in place to protect children and restrict access to areas which require adult supervision. Regular fire drills help children to develop their confidence and familiarity, following emergency evacuation procedures successfully.

The nursery is purpose-built, extremely child-centred, welcoming and secure. The highly effective organisation of the nursery premises ensures that children benefit from an extremely enabling indoor and outdoor environment. Children's independence is rapidly increasing as they are able to freely select additional tools and materials as they wish from the low labelled storage units. They are confident to initiate play, make suggestions and engage in adult led activities. A highly effective key person system ensures that children receive extremely enjoyable and sufficiently challenging opportunities to make progress in their learning and development. Excellent opportunities are provided for children to develop a very good awareness and understanding of equality and diversity. They explore their own cultures and beliefs and those of others through planned and free play activities. A generally very good range of resources depict positive images of people's differences. However, visual aids which show people with disabilities are not currently displayed. Staff show an excellent ability to ensure that all children and their families are fully included.

Exceptionally positive partnerships have been established with parents and other early years practitioners. As a result, children benefit from shared care and learning and the nursery is successful in keeping up-to-date. Children with special educational needs and English as an additional language are exceptionally well supported. A comprehensive range of written policies and procedures, contracts and consents are used to agree and maintain good practice. Newsletters, a notice board, the nursery website and daily verbal information sharing enhance the practice further. As a result, the setting is exceptionally successful in their ability to be fully inclusive in their practice. Recently improved assessment systems are shared very regularly with parents in order to celebrate children's achievements and to identify appropriate 'next steps' for their learning and development. Parents are also beginning to complete their own observation sheets at home. Planning is based upon children's particular interests and provides excellent opportunities for

individual progress. Staff are skilful in monitoring and evaluating the nursery practice regularly and effectively in order to identify appropriate areas in which to drive further improvement. As a result, children are now able to take some responsibility for planning and risk assessing the nursery environment and activities.

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

Children have established exceptionally strong and trusting relationships with adults and other children. They are extremely happy, settled and content. Children enjoy free access to an exceptionally good range of interesting and enjoyable toys, resources and activities. Family photos are displayed prominently. As a result, children demonstrate a sound sense of belonging. Children and adults sit together socially at snack time to enjoy a selection of fresh fruits and toasted bread rolls. Afterwards children are keen to take responsibility for clearing away. Staff are extremely attentive; they provide excellent levels of interaction and engage children in ongoing purposeful discussion. As a result of their high level of commitment to meeting children's welfare needs and to promoting learning, children feel safe and well cared for. Staff routinely talk to children about the importance of maintaining their own safety, for example, when carrying scissors. Safety is a high priority during Forest School activities and therefore each session begins with an introduction about assessing and managing risk. As a result of these exceptionally good practices, children understand that adults care about their welfare. In addition, children are also developing an excellent understanding of the importance of maintaining their own safety.

Children follow exceptionally effective and well-established routine hygiene procedures, to keep themselves and their environment clean. They show an excellent understanding about the importance of healthy eating and the impact that fresh air and physical exercise has on their overall growth and development. When playing outdoors, children actively and enthusiastically engage in pushing wheelbarrows and riding bikes and scooters. They role play in the tepee, swing on the knotted rope, throw balls to each other and collect autumn leaves. Children are actively involved in growing herbs indoors and have successfully grown a wide range of fruit and vegetables outdoors during the summer. They have also cooked and eaten their produce. Children have created a 'wormery' for discussion and observation purposes. They enjoy sensory play with a mix of lentils, beans, pulses and crisped rice. They have provided bird feeders and nest boxes to encourage the wildlife and are currently in the process of developing a sensory garden. Children have exceptionally good opportunities to enjoy and achieve through sufficiently challenging and stimulating activities. They skilfully manipulate the play-dough using a range of small tools, and competently create wonderful shapes and sizes of dough to show to their friends. They greatly enjoy exploration of oil and water mixed with food colouring and making autumn leaf collages. Heuristic play activity sacks are freely available for children to enjoy and for parents to take home, to promote shared learning experiences.

Children are encouraged to make a positive contribution through their active involvement in the local community. They have established highly successful links with local primary schools, they are actively involved in the Children's Centre activities and they enjoy regular reciprocal visits to Curnow School, which is situated across the road. The nursery has recently organised a fundraising event with parents to support the Cornwall air ambulance. Children regularly explore the local environment when participating in Forest School activities. They are developing excellent skills for the future as they are able to communicate highly effectively through their rapidly increasing vocabulary, competent mark-making and skilful use of information technology. These skills are extended further by capable adults, who are well deployed to support and challenge children appropriately. Children self-register confidently and freely use the laptop to share favourite programmes with their friends. Together they work out how to problem-solve, as they confidently sort and match a range of items. They are also able to link the laptop to the microscope to examine small insects and objects. Overall, there is evidence that children are making outstanding 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?	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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