

Flying Start Day Nursery - Camborne

Inspection report for early years provision

Unique reference number	EY426147
Inspection date	01/12/2011
Inspector	Jayne Pascoe

Setting address	1 Trelawney Road, CAMBORNE, Cornwall, TR14 7LN
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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 Day Nursery Camborne is one of a chain of nurseries privately run by Flying Start Nurseries (S.W) Ltd. It re-registered in 2011, due to a change in company status. The nursery operates from a detached property in a residential area, close to the town of Camborne, in Cornwall. A maximum of 30 children in the early years age group 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 has 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 46 children in the early years age group on roll; of these, 15 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 three children on roll who also attend another early years setting.

The nursery employs seven members of staff, plus a designated nursery cook. Most staff members have early years qualifications to National Vocational Qualification (NVQ) Level 2 or 3, and one member of staff is currently working towards a further qualification. The manager has achieved Early Years Professional Status. 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 the High Scope and Forest School methods of teaching.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The knowledgeable and competent nursery staff team are highly successful in identifying and meeting children's individual needs. They follow effective procedures to ensure that the provision meets the requirements of the Early Years Foundation Stage. The environment is safe, secure and generally well organised. Exceptionally strong partnerships have been established with parents, other practitioners and early years agencies. Staff effectively monitor and evaluate the nursery practice and demonstrate a good capacity to improve.

What steps need to be taken to improve provision further?

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

- Enhance the environment further to enable older children to play a key role in supporting and extending their own development and learning. For example, by enabling children to freely access and contribute to their individual 'learning journey'.

The effectiveness of leadership and management of the early years provision

Nursery children benefit from a safe and secure indoor and outdoor environment. Robust procedures are in place for ensuring that children are cared for by appropriately qualified and experienced staff and are protected from unvetted persons. Children are closely supervised at all times. Written risk assessments of the premises, toys and equipment and for outings are reviewed and updated regularly. Staff are confident in their ability to follow the local child protection procedures if required. Appropriate safety equipment is used to promote children's safety and to support their development. The effective use of a key person system ensures that children's unique needs are identified and respected. Children with English as an additional language are supported well and their home language is valued. Staff plan to provide children with appropriate opportunities to develop a positive awareness of people's differences. There are good visual aids, toys and books which depict the diverse range of people in the local community and wider world. Children explore their own cultures and beliefs and those of others as they celebrate festivals such as Trevithick Day and Divali. The nursery routinely uses Makaton as an additional form of communication. As a result, children who have not yet developed language skills are able to express their needs and join in activities. Due to these good practices, the nursery is successful in being fully inclusive.

The nursery is well organised to provide children with a welcoming, comfortable and generally enabling environment. Children are grouped appropriately in designated rooms and have free access to a good range of toys and resources. At quieter times of the day, all ages of children benefit from opportunities to come together. However, older children cannot currently access their own 'learning journey', as these are stored in the inner hallway. Therefore, they do not currently benefit from sufficient opportunities to freely contribute to their assessment record, share them with others and reflect on their achievements. The outdoors is used throughout the day regardless of the weather, as children have use appropriate protective clothing. This well-resourced area is used to promote exploration, physical development and to grow fruit and vegetables. Nursery staff have successfully identified appropriate areas to drive future improvement, such as enabling children of all ages to integrate more whilst playing outdoors. For example, by using low-level planters to divide the garden, and as a result, encourage children of differing ages to interact as they tend the plants that they are growing.

The extremely positive partnerships with parents are a key strength of the setting. The nursery staff recognise the importance of maintaining highly effective relationships and enabling parents to be fully involved in their child's care and learning. For example, they have recently introduced observation sheets for parents to complete at home, in order to share children's achievements with their key person. There is evidence that children with special educational needs are supported very well, as a direct result of the setting working successfully with parents and professionals. Parents provide exceptionally positive feedback about

the staff and nursery provision. They feel fully included and very well-informed. Children's assessment records are shared with parents on a regular basis. They contain a wide range of evidence to show that children are making good levels of progress in their learning and development. General nursery information is shared very effectively through newsletters, daily discussion and the appropriate use of written contracts and consents.

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

Children are very happy, settled and content. They demonstrate a strong sense of belonging. Strong and trusting relationships have been established with others. An interesting range of enjoyable activities, toys and resources are provided by adults. Children's individual abilities, preferences and interests are respected. They are engaged in purposeful and worthwhile activities at all times. Children benefit from a balance of male and female role models, who set good examples to children. Routine activities, such as fire drills, meal times and outdoor play and exploration, are used effectively to provide good opportunities for children to develop their awareness of maintaining their own health and safety. For example, children wash their hands before eating, clean their teeth after meals, are reminded to move safely indoors and outdoors and to handle tools carefully. They grow their own fruit and vegetables, enjoy cooking classes and benefit from fresh air outdoors each day.

Children are enjoying and achieving through a broad and balanced range of both adult-led and self-initiated activities. Babies play with balloons, showing delight as they push them up into the air and watch them float back down to the floor. They seek the approval of their key person and also enjoy the interaction with other children during this time. Children are developing their language and literacy skills, as they are confident chatting with adults and their friends, sharing experiences and ideas. A good range of books are available for personal enjoyment and for reference. Babies enjoy free use of a good selection of sensory resources, such as large coloured feathers, tinsel, sand, wicker baskets and safety mirrors. Babies are eager to eat their snack and sit patiently whilst their food and drink is prepared. They are learning to cooperate as they build a tower together using interconnecting plastic shapes. They are also developing their problem-solving skills. Adults interact well, challenging children further and providing good levels of support. Some older children work in a small group to successfully complete a counting activity on the computer. They calculate how many items are displayed and correctly identify the associated numeral. Children enthusiastically explore and investigate the outdoor learning environment. They use the log stepping stones and wooden planks to develop their balancing skills. Children also benefit from Forest School activities such as making 'bird's nests' and 'puddle splashing'.

Children are making a positive contribution, as they are active members of the local community. They have recently supported the RNLI and are currently raising funds for the Cornwall Air Ambulance. Children have enjoyed visits to the fire station and in return, the fire officers have visited the nursery setting with their fire

engine. Specifically organised events to promote the active involvement of fathers and grandfathers in children's care and learning and to raise the profile of male carers, have recently taken place. Parents are also encouraged to be involved in children's learning through weekend activities such as 'tin can cooking'. A trip to Mousehole to see the Christmas lights is eagerly anticipated by all. Children are developing future skills as they are curious and inquisitive to learn. They explore, investigate and communicate successfully to develop new ideas and overcome problems. As a result, children are well equipped with the skills they need in order to secure future learning. Overall, children are making good levels of progress towards the early learning goals.

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
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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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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