

Flying Start Day Nursery - Duchy College

Inspection report for early years provision

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Inspector Anne-Marie Moyse

Setting address Duchy College, Stoke Climsland, CALLINGTON, Cornwall, PL17 8PB
Telephone number 01579 371004
Email sarahfs@hotmail.com
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 Nursery at Duchy College is a privately owned provision run by Flying Start (S.W) Limited. The nursery is one of a chain of nine within Cornwall and Devon. Flying Start Nursery at Duchy College opened in 1999, and re-registered in 2011. It operates from self-contained premises within the college grounds, in the village of Stoke Climsland, near Callington. The nursery has one large playroom, with a designated area for the non-mobile babies. There is an office, kitchen and toilet facilities available. An enclosed play area is available a short distance from the main playroom, and the setting is using the on-site forest school frequently.

There are currently 34 children aged from three months to four years, on roll. The nursery is able to receive funding for nursery education for three- and four-year-olds. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions. The setting supports children with special educational needs and /or disabilities. The nursery opens five days a week, all the year round. The provision is open from 8am to 6pm.

Five staff work with the children. All hold a relevant childcare qualification, with the manager qualified to level 4, and weekly support from a senior manager who is qualified to Early Years Professional status. Staff attend regular 'in-house' and external training. The setting receives support from the owner, who is a qualified teacher, and additional support from services provided by the Local Authority. The nursery is a member of the Pre-School Learning Alliance and the National Day Nurseries Association, and hold the Investors In People award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The excellent partnership with parents is a key strength in this provision and as a result children's needs are very well known and supported effectively. Overall staff are generally well deployed to support every child sensitively and appropriately, although during transition times this is not so efficient. The setting makes very good use of the local rural location to promote children's health and learning in the outdoor environment. Useful systems are in place to monitor and continually evaluate the provision, using clear action plans to successfully achieve continuous improvements.

What steps need to be taken to improve provision further?

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

- review the deployment of staff so that it is flexible enough to respond to the

flow and movement of children between indoors and outdoors and at transition times (such as meal times) and continue to meet their needs

The effectiveness of leadership and management of the early years provision

The setting use detailed policies and procedures to underpin all aspects of children's care and welfare successfully. Safeguarding procedures are robust and effectively implemented by the staff. All staff undergo regular training to refresh their knowledge of child protection procedures and what to do if they have any concerns. The company's rigorous procedures are followed to complete suitability checks on all staff and adults working with the children. Detailed risk assessments are conducted and daily checks are made to minimise any hazards to children. Resources are clearly stored on low shelves to allow children free choice, and the playroom is adapted to meet the needs of the children attending. Displays of children's work and achievements around the play room promote an inclusive and welcoming environment. Resources extend children's understanding of their own local celebrations and culture as well as supplying positive images from other cultures and the diverse society in which they live.

Staff are supported in their continual professional development to enhance their knowledge and implement new approaches. For example, the introduction of Heuristic play materials for all children is helping them to engage and concentrate for longer periods of time as they explore and investigate the materials. Generally staff interact very well with the children, knowing them very well and developing strong relationships. However, at times, such as when some prepare to go outside for a walk or play, or when setting up the room for lunches, staff are less effectively deployed. This results in children becoming aimless or boisterous with a lack of adult direction and support.

Partnerships with parents are excellent. They receive high quality information through a variety of media to keep them well informed on the organisation of the nursery. Their views and feedback is continually sought, through regular questionnaires and verbal chats with the staff. A parent representative system enables parents to make comments through designated parent spokespersons. The nursery use the information gathered to implement changes, such as extending the provision into a second room. Effective systems are in place to monitor and evaluate the nursery and drive improvements.

Parents are fully involved in the assessment systems and they are asked to complete observations of their children at play in the home environment. This provides staff with a broader insight into children's interests in order to plan for their learning in close liaison with the parents. Children's achievements are monitored closely through regular observations and tracking systems. Attractive learning journals are frequently shared with parents and provide a comprehensive account of children progress and achievements. Links with other Early Years Foundation Stage providers that children attend are in place, with some information being shared. Good links are in place with other professionals working with children, with a consistent approach used to support children's needs

effectively.

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

Children are happy and content in the care of the familiar staff. They are forming good relationships with the staff and others, and generally know the expectations of the nursery. They are polite and courteous, showing awareness for the needs of the younger members of the group. Toddlers are able to access the whole area and benefit from interaction with the older children and a broad range of resources. A designated section is well used as a base area for any child who requires some quiet time in a cosy corner of the room. Sensory materials are readily available for children to explore and investigate, developing their curiosity.

Resources and activities for the older children reflect their interests and preferences. Children explore the colour and coordination as they paint and manipulate the creative materials. Their works of art are attractively displayed and promote their sense of self-esteem and pride. Children use mark-making materials in their play, exploring the chinks, or practising their number formation. Books are very well used with children sitting and reading with staff in small groups or individually. Their communication skills are further enhanced as they interact with the staff, extending their vocabulary as they talk about the construction they are making and relate this to a previous experience. Children happily and enthusiastically join in with music, songs and rhymes, developing a sense of rhythm and tempo, using actions and movement to extend their creativity. Role play materials stimulate children imagination, as they pretend to be a police officer or a builder, socially interacting as they play with their friends. Children are skilful in operating the computer and developing good hand-eye coordination and mouse control.

The outdoor environment is very well used as a learning environment and children frequently play outside in the garden or forest area. They learn about nature when they visit the small animals and learn how to care for them tenderly. Their understanding of safety is enhanced as they take responsibility for checking for cars when crossing the roads safely. At the forest school they develop a wide variety of wood craft skills, learning how to assess and take measured risks. In the garden they use various equipment and bikes to practise their co-ordination and physical skills, as well as games such as hopscotch, recognising numbers as they play. Children follow good hygiene routines as they wash their hands after touching the animals, and before eating. Healthy and appetising meals are freshly prepared by the staff which meets children's dietary needs. They develop their social skills and good manners as they help serve themselves, sitting in a social group talking with each other.

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	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