

# Lizard C.H.I.L.D Trust

Inspection report for early years provision

---

**Unique reference number** EY223035  
**Inspection date** 08/03/2012  
**Inspector** Judith Goodchild

**Setting address** St. Michaels VC C of E Primary School, Penberthy Road,  
HELSTON, Cornwall, TR13 8AR

**Telephone number** 01326 573338

**Email**

**Type of setting** Childcare - Non-Domestic

---

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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

Lizard C.H.I.L.D. Trust Day Nursery and Out of School Club was registered in 2001 and operates from its own modular building in the grounds of St Michael's School in Helston, Cornwall. The setting may care for no more than 36 children under 8 years; of these, not more than 19 may be under 3 years, and of these, not more than 9 may be under 2 years at any one time.

The nursery opens between 8am and 6pm, 50 weeks a year. Funded sessions are for any six hour period during the hours of operation. The children use the nursery garden area, the school grounds and field for outdoor learning. There are currently 145 children from birth to 11 years on roll. There are 84 children in the early years age group and of these, 44 three- and four-year-olds receive funding for nursery education. The setting currently supports a number of children who speak English as an additional language or have been identified with special educational needs.

The nursery employs 25 staff; of these 15 have early years or playwork National Vocational Qualifications at level 3. There are six staff currently working towards gaining professional qualifications. The setting has five students on the apprenticeship scheme who are working towards a National Vocation Qualification at level 3. There are two support staff. The setting receives support from an advisory teacher from the Local Authority Family Services and the Pre-School Learning Alliance. This provider is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit from a stimulating programme of activities that ensures the majority of them make excellent progress in their learning and development. The setting is fully inclusive and children feel safe and valued. The care for children is excellent. Links with parents and carers, and external support agencies, are outstanding. The management is constantly reflecting on its practice and has an excellent knowledge of the strengths and areas for development of the setting, demonstrating a very strong capacity for continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance links with the primary school so that learning opportunities and continuity for more able or older children can be extended, particularly in phonics and numeracy.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is outstanding because staff have a full and comprehensive knowledge of safeguarding and child protection and ensure children's safety. Recruitment and vetting procedures are robust to ensure that adults having contact with children are suitable. The premises are secure and closed-circuit television is an additional measure to safeguard children. Daily recorded risk assessments and a reporting system ensure that children play in a safe environment. Collection procedures are rigorous and are followed carefully by staff and parents and carers.

The setting is committed to driving improvement through excellent review and evaluation of its work. Recommendations from the previous inspection have been fully met. The setting has invested heavily in the continuing professional development of its staff so that their enhanced skills will benefit the children. Regular staff meetings use 'good practice guidance' as a focus. Recently, the setting has introduced 'lead staff' to develop areas of learning, such as communication, language and literacy, to deepen their knowledge and to support less experienced staff develop their expertise. Overall staff are highly effective in assessing children's progress through observations and linking these to areas of learning so that children's next steps can be incorporated into the planning. A mentoring scheme is in place to help less experienced staff enhance their skills in this area. This ensures that the setting is highly successful in closing gaps in children's achievements and equality of opportunity is at the heart of its work.

Due to the layout of the building, it is not possible for children to have free access to the outdoor play area. However, activities are planned to make sure that there are plenty of opportunities for outside play during the day and good use is made of the school grounds. The setting is extremely well resourced with equipment and materials which are easily accessible to children and well used.

Partnership with parents and carers is excellent. The setting has an open-door policy and values and responds to parents' and carers' comments and is constantly seeking ways to involve them further to improve on practice. Key persons keep parents and carers well informed about their child's progress through 'learning journals' and they are encouraged to share what their child has experienced outside of the setting. They have recently introduced a video recorder so that home activities can be recorded and shared during news sessions. Daily report forms are given to parents and carers of the youngest children containing information, such as their response to potty training. Regular newsletters keep parents and carers informed of activities and forthcoming events, such as invitations to 'Come Dine with Us' and to celebrate Mother's Day. Links with external support agencies are outstanding, which enables the setting to work closely with parents and carers experiencing difficulties. Partnership with the local primary school is good and children are well prepared for transition. The setting has recognised that closer links with the reception class would help progression and continuity in learning, particularly in phonics and numeracy for more able or older children.

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

Children achieve exceptionally well in all areas of learning because activities are well planned and organised. Equality and diversity is implicit in the planning of activities to ensure that all children make at least good and sometimes outstanding progress. Relationships between staff and children are excellent and children are happy to approach staff for help while still retaining their independence. Children enjoy the activities provided for them. Currently, they are building a castle with a giant and linking this to the story of 'Jack and the Beanstalk'. They have planted beans and there is a stimulating display of words from the story that encourages children to recognise them and talk about the aspect of the story they relate to. The castle is also being used as an opportunity for them to explore history and link this to the Queen's Diamond Jubilee Celebrations.

Children's key persons record their involvement in activities through observations and photographs and these form part of their 'learning journals'. Children, parents and carers are proud of these as it is easy to see how the children have developed over time. For younger children, the stimulating environment provides them with a range of opportunities to explore and develop in safety in their own space. Progress towards the early learning goals is accurately measured by experienced staff and the setting has recognised the need to enhance these skills in all staff to ensure consistency.

Children behave extremely well and are kind and thoughtful towards each other. Staff have a consistent approach to managing behaviour and discuss with children why their behaviour might not be appropriate. Children comply without fuss to the setting's routines. For example, washing their hands before meals and sitting quietly at the lunch table to enjoy a 'family meal' with staff. They understand the reasons for moving around calmly inside to keep themselves safe.

Children are encouraged to develop healthy lifestyles through exercise and making healthy decisions about food at snack time. Children enjoy a hot meal at lunch and, for those attending the after school club, they also enjoy a hot meal at tea time. Older children benefit from being able to use the school grounds and come back at the end of the morning flushed and happy, having taken part in a bear hunt. Children's dexterity is developed through activities, such as painting, cutting and pasting and model making. They listen attentively to stories and are happy to choose books and sit in the quiet corner to look at them. Daily phonics sessions help children to recognise letters and sounds and develop their early writing and word recognition skills. Children are confident to choose their own activities and enjoy using the good range of software on the computer, the digital camera and other electronic equipment. As a result of this outstanding provision, children are self confident, willing to try new activities; most make excellent progress towards the early learning goals and are well prepared for their future learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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](http://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