

Helitots Day Nursery

R N A S Culdrose, Hms Seahawk, HELSTON, Cornwall, TR12 7RH

Inspection date

Previous inspection date

08/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The nursery staff team are well qualified, experienced, enthusiastic and competent. They are highly supportive of children and their families, which promotes children's sense of security and well-being.
- Leadership and management systems are effective in continually raising standards and meeting the needs of children, parents and staff.
- Children benefit from being cared for by caring and attentive adults. Staff are skilful in their ability to meet individual needs and to promote learning and development.
- Children of all ages are confident to move freely, make independent choices and self-initiate play both indoors and out.
- Children benefit from secure attachments to their key person and other adults working in the setting. As a result, they are confident, happy and have a strong sense of belonging.

It is not yet outstanding because

- The appearance of floor coverings, walls and doors does not encourage children to develop an understanding of the importance of caring for their environment. There is a lack of visual aids, with which to promote a positive awareness of people's differences.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector talked with some staff from each room, obtained comments and feedback from parents and held discussions with the registered person and manager.
- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff suitability records.

Inspector

Jayne Pascoe

Full Report

Information about the setting

Helitots Day Nursery Limited is privately owned and managed. It originally opened in 1994 and re-registered in 2012 due to a change in ownership. The nursery operates from a self-contained unit on Culdrose airbase site, on the outskirts of Helston, in Cornwall. Children have access to a large enclosed outdoor play area, which has an all weather surface on the lower level and a natural grassed area for planting, growing and exploration on the upper level. The nursery is open each weekday from 7.30am to 5.30pm for 50 weeks of

the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 56 children in the early year's age group on roll. There are 17 members of staff working with the children, all of whom hold appropriate early years qualifications to at least level 2 or 3. There are three members of staff who are qualified to level 4. There is one member of staff who is qualified to a level 5 and one member of staff who is working towards a level 5 qualification. The manager has completed an early years degree. The nursery provides funded early education for three and four-year-olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance further the nursery environment, to provide a rich and well cared for environment that supports children's learning and development. For example, by improving the appearance of walls and floor coverings and introducing visual aids, which promote a positive awareness of people's differences.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are competent in delivering a broad and balanced range of experiences, which successfully promote learning in all areas. They provide a good selection of toys, resources and equipment to facilitate child-initiated play, based upon children's individual interests, preferences and abilities. For example, staff know that some children settle well if they are able to use the chalks. They ensure that these are readily available for use at the beginning of the day. Staff are secure in their knowledge of how children learn. They are keen to keep up-to-date with the latest research and use their knowledge and skills well in their interactions with children to support, encourage and introduce additional challenge. A third party provides a sports based activity session. He is professional in his delivery of an enjoyable and active half hour of fun. He successfully promotes the use of large and small movements, counting and balancing. Children greatly enjoy this introduction to the basic skills of a range of sports, including basketball.

The staff team have recently reviewed and improved the systems for assessment. They are keen to make these as effective as possible in monitoring children's progress. As a result, the assessment records are now a very useful tool with which to accurately identify children's starting points and plan appropriately challenging opportunities for future learning and development. Adults are highly attentive to children. They listen and respond

enthusiastically to children's ideas and suggestions. As a result, children are able to influence planning, which gives them a sense of self-worth and belonging. Adult interaction in both planned activities and child-initiated play adds significantly to the outcomes for children. For example, during story time they question children appropriately. Whilst engaging in physical activity they make suggestions for extending play and during creative play they offer additional tools and resources.

Children are curious, inquisitive and keen to learn. Even the very youngest children listen attentively, concentrate well and persevere to achieve their goal. There is a good level of focus on promoting children's personal and social development, communication and language and physical development. For example, children are welcomed warmly into the setting. They have established strong and positive relationships with adults and other children and behave very well. They communicate competently through facial expression, body language and rapidly emerging vocabulary. Children are confident to make independent choices. They are developing the essential skills required to ensure a smooth transition into school life. The key person system is effective in maintaining continuity for children. Regular information sharing takes place with parents through a variety of appropriate methods. Staff have recently developed new systems for the promotion of shared learning, which are in the process of being implemented. Children's learning journeys are shared regularly with parents. However, staff plan to increase opportunities for children and parents to share these together, by making them more accessible.

The contribution of the early years provision to the well-being of children

Children enter the setting enthusiastically and most separate easily from their parent. They are happy and content in the care of the attentive staff team. Adults know children and their families well. The key person is effective in ensuring that children's individual needs are met. As a result of these strong and positive relationships, the nursery achieves a comfortable, family atmosphere, in which children flourish. Adults set good examples to children as they demonstrate social skills and reward good behaviour with plenty of praise and encouragement. Children follow their lead and are rapidly developing empathy for others, demonstrating self-care and displaying good manners.

The nursery staff team provides children with both male and female role models. Relationships are strong at all levels and staff encourage children to develop a mutual respect for one another. Children often lead ideas for play as they move confidently within the nursery environment to initiate games with their friends. Staff interact well to promote children's safety as they help children to identify and manage risk. For example, when moving from the indoor to outdoor environment, using small tools such as cutlery and riding bikes. A staff team who give a high priority to maintaining a safe and secure environment cares for children. They supervise children closely and show concern for their well-being. As a result, children feel safe and are confident to express their needs and seek reassurance from adults. The nursery cook provides a range of freshly prepared, healthy and nutritious meals and snacks throughout the day. Specific dietary requirements are identified, respected and met. Ongoing discussion between adults and children helps to secure a good understanding of why healthy eating, physical exercise and good hygiene

habits impact positively on their growth and development.

The nursery environment provides plenty of space, which is divided into three main rooms. Children are generally grouped according to their age and ability. However, babies, toddlers and pre-school children join together at appropriate times of the day, as numbers and activities allow. All rooms are generally well resourced, but some of the floor coverings, walls and doors are stained with paint, crayon and play dough. This distracts from the overall appearance of the nursery and does not promote children's awareness of caring for their environment. There is also a lack of visual aids, in particular to promote an awareness of people's differences. Links with other early years providers are effective. They ensure that children benefit from continuity in their care and learning and enjoy a smooth transition into school.

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

The leadership and management of the nursery are good. The registered individuals are actively involved, supportive and committed to driving continuous improvement. The manager is well qualified, experienced and competent. Room supervisors are knowledgeable in child development and specifically for the age of children for whom they are responsible. The staff team work well together to meet the needs of the range of children attending. They understand the particular needs of service families and are able to support them well. Positive partnerships with parents are in place. Staff actively seek and welcome feedback from parents and are acting positively upon suggestions for improving shared learning opportunities. For example, by implementing a range of activities and resources that children can take home to share with parents, siblings and friends. There are currently no children with special educational needs and/or disabilities on roll. However, staff are confident to seek additional professional advice and support for children if required.

The nursery staff team gives a high priority to safeguarding the children in their care. The premises are secure, suitable for their purpose and generally well-maintained. Good written safeguarding procedures are in place. These are understood by all staff, who demonstrate confidence in their ability to identify, record and report concerns appropriately. A risk assessment is implemented and daily visual checks are carried out each day, to maintain the safety of the premises, toys and equipment. Children are taught how to maintain their own safety and that of others during daily routine activities, such as using knives to cut their food. They also participate in regular fire drills, to develop their confidence and familiarity in this practice. As a result, children's safety and welfare is promoted well. They are also developing an ability to identify and manage risk for themselves.

The management systems are effective in promoting the continued professional development of staff. Effective appraisal systems identify appropriate training, monitor performance and assess the ongoing suitability of staff. The registered individuals use appropriate systems for self-evaluation to identify particular strengths of the setting and to

identify areas for future development. They plan to implement the use of recently developed shared learning activity and story packs and continue to improve the outdoor learning environment to include a 'willow den'. This will enable parents to provide continuity in children's learning at home and encourage children to extend their use of the outdoors for quiet time, sharing books and role play. Staff are confident and competent in planning for children to make good levels of progress. They have developed effective systems for assessment. These are successful in maintaining a cycle of learning, which follows children's individual interests. Evidence of children's progress is kept in their learning journey, which identifies appropriate and specific areas for future development. These are successfully linked to future planning. Regular reviews of these systems ensure that all children have opportunities to make continual progress in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY444366
Local authority	Cornwall
Inspection number	797224
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	56
Name of provider	Helitots Day Nursery Limited
Date of previous inspection	Not applicable
Telephone number	01326 552662

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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