

# Flying Start @ Cornwall College- Camborne

Cornwall College, Trevenon Campus, Pool, REDRUTH, Cornwall, TR15 3RD

<b>Inspection date</b>	19/02/2013
Previous inspection date	03/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 planning of activities is carefully tailored to each child's individual interests and abilities.
- Children have lots of fresh air and physical activity and can choose to play indoors or out whenever they wish.
- Children take part in a range of outings to places of interest, which helps them learn about the local community.
- There is very good support for children when they move between age group rooms within the nursery, and in preparation for starting school.

### It is not yet outstanding because

- There is room to further develop the outdoor area to provide more opportunities for children to be active learners in all areas of learning.
- Opportunities to support the two-way exchange of information between home and nursery to support children's learning are not yet fully developed.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children taking part in a range of activities indoors and in the outdoor play area and talked to staff.
- The inspector had meetings with the manager and senior manager of the nursery.
- The inspector took part in a joint observation with the manager of the nursery.
- The inspector took account of the views of parents spoken to on the day.
- The inspector reviewed a range of documentation, including accident records, children's planning and assessment records and the nursery's self-evaluation provided on the day of inspection.

## Inspector

Ruth Thrasher

## Full Report

### Information about the setting

Flying Start @ Cornwall College is a privately owned nursery and part of a chain of nurseries. It was re-registered in 2011, due to a change in company status, on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises on the Cornwall College campus at Pool, near Redruth

in Cornwall. The nursery serves the local area as well as students from across the region. It operates from four main play rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 26 members of child care staff. Of these, 23 hold appropriate early years qualifications at level 3 or above and two have a level 2 qualification. The senior manager has Early Years Professional Status and one member of staff has a degree in early years.

The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 143 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special needs and/or disabilities. The setting operates in line with the HighScope educational approach.

### **What the setting needs to do to improve further**

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

- further develop the outdoor area to enhance opportunities for children to freely explore, use their senses and be physically active across all areas of learning
- extend ways for parents and carers to be involved in their children's learning; for example by making children's learning journeys more easily accessible to encourage the sharing of information between home and nursery.

### **Inspection judgements**

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

Staff provide a broad range of interesting and challenging activities that enable children to make good progress in all areas of learning. There is a good balance of child-led and adult-focused activities. Staff are well deployed to support children's learning as they move between the different areas. Staff join in children's role play and support their communication skills by encouraging them to talk about things that interest them. For example, the boys' passion for super heroes and dinosaurs, or a child's recent family holiday. There are lots of dens and cosy spaces where small groups of children can play and talk with their friends. Staff support children's basic mathematical understanding by modelling appropriate language in play. They talk about whether the train goes 'over' or

'under' the bridge. Pre-school children find their name and 'sign in' for snack. Staff provide number labels and encourage children to count the pieces of fruit they put on their plates. This enables children to develop good skills to support them in their future learning.

Babies enjoy sharing books sitting on an adult's knee. They have lots of opportunities to explore texture and develop their physical skills as they play with cornflour and water 'gloop' or do finger painting. Throughout the nursery children enjoy listening to stories and joining in songs and action rhymes. Children take part in outings to places of interest, such as a pet store and a local heritage centre, and learn about their local community. They learn to care for living things as they buy things from the pet store for the nursery goldfish. Toddlers study the habitats of worms, help build a wormery and search for worms in the garden. Children take part in small group activities, such as making play dough. They take it in turns to measure the ingredients and stir the mixture. They use their imaginations to make models from the dough, such a bridge for the toy trains. Staff develop their problem- solving skills by challenging them to think about how they are going to construct it. Children play freely indoors or outside. They make marks on the path using water and paint rollers and staff talk to them about the marks they make. Children develop their physical skills on the climbing frame and riding tricycles up and down. There is scope to develop the garden area further by providing a greater range of opportunities, such as digging and planting, to further improve children's active learning and physical development outdoors.

Staff plan activities very well to meet the needs of the individual children. This ensures all children, including those who have additional needs, receive support to make good progress. Staff carry out regular planned and spontaneous observations of the children engaged in different activities. They use this information to assess the children's progress and plan the adult-led activities and what equipment they will provide. The two-year old progress checks are being carried out to ensure that any additional support is put in place where needed. Information is shared regularly with parents, including through parents' evenings and on a daily basis. However, children's learning journey records are not all readily accessible to parents and carers to encourage them to look at, or contribute to, them so that they are fully involved in children's progress.

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

There is a very effective key person system in place that ensures children have a special carer who links with their family. The key person supports the children when they move up to the next age group. They introduce them gradually to the new group and where possible continue to care for them during their time in nursery. This provides children with very good continuity of care and helps them feel secure. There is also good support for children when they start school. Links are made with the various schools that the children attend, and reception teachers visit.

Children's care needs are very well supported. Sleeping babies are regularly checked and there are clear procedures for nappy changing. Policies and record keeping support the good care given. For example accident records are diligently completed and staff are

aware of children's special dietary needs or allergies. The environment is bright, spacious and well-resourced. Children are cared for in three different groups according to age. However they have opportunities to play with siblings and different age groups at times throughout the day, for example during outdoor play. There is a large shared room that is used for physical activities when children cannot play outside. A sensory room provides a calm space for small group activities or one-to-one work. Resources are clearly labelled and arranged so that children can help themselves and make decisions about their play.

Children learn to play co-operatively and make friends. For example, children work together to build a structure of wooden bricks, carefully adding the bricks one by one. Staff promote positive behaviour by regularly praising the children and acknowledging their achievements. There are good opportunities for children to be independent. Staff encourage them to put on their own coats when they go out to play. The pre-school children decide when they want to have snack, pour their own drinks and clear away their plates. They learn to look after themselves and keep themselves safe. Staff explain they need to put on a coat before they play out because it is chilly. They encourage children to help tidy up the bricks so nobody falls over them.

Staff support children to understand about the importance of a healthy diet and active lifestyles. They provide healthy food and drinks throughout the day, using freshly prepared ingredients. Children enjoy lots of fresh air and exercise. They play chasing games around the playhouse and squeal with delight as a member of staff joins in. Staff support toddlers to develop their co-ordination and physical skills as they help them throw a ball through a hoop.

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

The leadership and management of the nursery have a very good understanding of their responsibilities to safeguard children, promote their welfare and support their learning and development. Senior managers monitor the quality of the nursery and observe practice on a regular basis. Areas for development are identified through self-evaluation and put into action, such as the new system for two-year old progress checks. Parents' views are obtained through questionnaires. Children's views are included by observing their interests and the way they use resources. For example, an observation of the use of the toddler room led to a reorganisation of equipment to provide more clear space. The long-term plans enable extra focus to be given to particular areas of learning where a need is identified. This helps to close gaps in children's achievements.

There are robust systems in place to ensure the suitability of staff. Staff are not left unsupervised until all checks are completed. There is an effective system of regular staff supervision and staff appraisals. Trainees are assigned to a fully qualified member of staff who acts as a mentor. Different coloured polo shirts are worn according to level of qualification. This ensures that all the staff team are clear about roles and responsibilities. Staff demonstrate a good understanding of what to do if they have a concern about a child or an adult in the nursery. All staff complete safeguarding training and update their

knowledge on a regular basis. Staff update their professional knowledge and skills by completing training provided by the nursery group, as well as external training. There is an expectation that staff will attend a minimum of 24 hours training each year. This commitment to continued professional development has a positive impact on improving the quality of the provision.

There are good partnerships in place with external agencies. The nursery has established a system to share information about children's progress where they attend other early years settings. Children from the nursery have the opportunity to learn Cornish by attending a Cornish Club run by the college. Nursery staff work closely with other professionals to provide additional support for individual children. Parents spoken to on the day of inspection were full of praise for the nursery and said that their children enjoy coming.

### The Childcare Register

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

The requirements for the voluntary 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

<b>Unique reference number</b>	EY426162
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	904169
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	96
<b>Number of children on roll</b>	143
<b>Name of provider</b>	Flying Start Nurseries (S.W) Ltd
<b>Date of previous inspection</b>	03/10/2011
<b>Telephone number</b>	01209 611609

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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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