

# Cornmeadow Early Years and Families

Checketts Lodge, Checketts Lane, Worcester, WR3 7NY

<b>Inspection date</b>	21/05/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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 key person system is firmly embedded and as a result, children feel very safe and secure.
- Children make good progress in their learning and development as partnerships with parents, carers and other professionals are strong.
- Children make good progress from their starting points as the manager ensures staff access training that enables them to become highly skilled professionals
- Children behave well as staff are good role models and provide consistent boundaries.

### It is not yet outstanding because

- Children have fewer opportunities to balance, climb and jump as they are not provided with equipment that consistently supports this skill development.
- Children's developmental milestones that occur at home are not always consistently supported in nursery as parents are not openly invited to contribute to children's learning and development records on a regular basis.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed children's play and staff interactions in each room and outside.
- The inspector and the manager undertook a joint observation in the pre-school room.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector spoke with members of staff and met with the manager.
- The inspector examined documentation, including a sample of children's records, planning paperwork and some policies.

## Inspector

Jacqueline Hardie

## Full Report

### Information about the setting

The Cornmeadow Early Years and Families nursery was registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose built premises in the North Wick area of Worcestershire. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday, term time only, from 8am until 6pm. Children attend for a variety of sessions. There are currently 62 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 a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- provide a range of large play equipment that can be used in different ways, such as boxes, ladders, A- frames and barrels, to consistently support children's balancing, jumping and climbing skills
- open up more opportunities for parents to contribute to children's learning and development records to ensure key developmental milestones that occur at home are recognised in nursery, in order to support the overall assessment of children's capabilities.

## Inspection judgements

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

Children make good progress from their starting points as staff understand how children learn and develop. Observations and assessments are carried out and staff use this information to plan meaningful learning experiences for the children. Consequently, children's needs are fully met.

Skilled staff use their knowledge and experience to support children in developing the skills that will support them in their next stage in learning and for school. They model inquisitive behaviour, thereby, encouraging children to think further and develop their own

ideas and knowledge. For example, children grow their own vegetables and staff ask open-ended questions to encourage them to think about what is going to happen. Good organisation means that children have time and space to explore and concentrate on their chosen activities.

Children's language skills are supported well throughout the nursery. For example, children work in small groups with their key person and are asked to identify objects such as a car and a hat. The key person repeats the word helping them with the correct pronunciation. This helps children to develop their vocabulary by developing their understanding of words and phrases. Children's understanding of number is creatively supported as staff use children's interests in pirates to develop their recognition of numbers up to 10. Staff hide the numbers in a treasure chest and the children select numbers and place them in position on a number line. This helps to secure children's understanding of the order of numbers. Early writing skills are supported throughout the nursery as children access paint brushes and water outside and creatively make marks on the ground and inside children use their fingers to make marks in rice. This range of experiences helps to support children to understanding that marks carry meaning. Pre-school children take part in regular forest school activities where all seven areas of learning are supported. For example, children gain a practical understanding of the world around them as they look for bugs using magnifying glasses and use different media, such as mud, to paint with.

Effective partnerships have been developed with parents. Parents are full of praise for the nursery and the staff. They talk about the welcoming environment that has been provided by the staff. Consequently, children adjust to their new learning environment quickly and are eager to learn. Information is shared on a daily basis with them through discussions and written diaries. However, there is scope to improve opportunities for parents to regularly contribute to children's development records. In order to celebrate key milestones in children's development and enhance the otherwise good assessment of children's capabilities.

Staff prepare children well for the transition from their setting to school through positive discussion and they send assessment information that identify children's next steps in learning. This ensures children's needs are fully supported and their learning priorities are clearly identified. Effective partnership with other professionals, such as speech therapists, means that early intervention to support children effectively is provided. This contributes towards narrowing the achievement gap in children's learning and development. Children whose home language is other than English are well supported. For example, key words are obtained from parents to support children's acquisition of the English language. This ensures each child is valued for their uniqueness and is included.

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

Children build strong bonds and attachments to both their key persons and other staff. The key person system works well and children settle quickly when parents leave, which shows that they feel secure and happy to be left at the nursery. Children are co-operative and enjoy helping and taking part in setting up activities and games. Staff thank children

for their help, they praise and promote good behaviour in everyday routines. Consequently, children's self-esteem is fully supported.

Children are provided with a range of healthy, balanced meals and snacks. Parents provide staff with clear information about children's special dietary requirements, preferences and allergies, which ensures their needs are met and respected. Children access water throughout the day, which ensures they remain well hydrated and comfortable. Staff successfully encourage children to look after themselves and develop their independence. For example, children put on their aprons for messy play, learn to put their rubbish in the bin and independently wash their hands after using the bathroom. Older children serve their own snack and are able to express their needs, such as asking to go to the toilet and they approach staff for support and reassurance as required.

Children have plenty of opportunity for fresh air as they freely access an outdoor space that provides them with the opportunity to learn about the seven areas of learning in the outdoor classroom. Older children practise their recently acquired physical skills and take part in ball games and sporting activities with good support and interaction by staff. However, children have fewer opportunities to access equipment that supports the development of skills, such as balancing, jumping and climbing. Consequently, children do not always have opportunities to consistently develop all of their physical skills.

The manager ensures that regular fire drills are practised so that children are aware of evacuation procedures and how to keep safe in an emergency. Transitions between rooms are well supported and children are given time to adjust to their new environment. This ensures children's well-being is fully supported.

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

Safeguarding of children is given high priority. Staff have a thorough understanding of their duty to protect children. There is a comprehensive safeguarding policy and procedure in place, which staff are fully aware of. All staff have attended training on safeguarding and this is updated, ensuring that their knowledge is current should they have any concerns. Robust recruitment, vetting and induction procedures are in place, ensuring adults working with the children are suitable to do so. This ensures that children are cared for by staff who show the required skills and commitment, enabling children to feel secure.

The manager gives regular appraisals for the staff and provides them with a detailed action plan. This ensures that training needs are identified and all staff update their knowledge and professional status. Consequently, children receive an education programme that has depth and balance. The manager ensures they have effective systems for self-evaluation that inform the nursery's priorities. These are used to form targets for improvement. For example, the manager works closely with staff to monitor the provision and environment. They have recently reorganised the pre-school room to improve children's engagement in activities, which has subsequently improved the quality of teaching and learning. This demonstrates the nursery's commitment to continuing

improvement and ensuring children receive the best possible care and education.

Overall, the nursery has built good partnerships with parents; the manager ensures that settling-in periods meet with parental needs as well as children's. Parents receive information through termly meetings and informative notice boards. This close partnership between parents and nursery has a positive impact on supporting the learning and development of children. However, there is scope to enhance this even further with the more consistent sharing of information about children's learning at home. The manager has a secure understanding of her responsibilities in meeting both the welfare and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage.

The manager understands the importance of working with external agencies. This enables the nursery to draw on expertise and provide support for children, so they make good progress in their 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 action. 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>	EY447547
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	892265
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Cornmeadow Early Years and Families Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01905455396

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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, which are usually the childminder's 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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