

St Petroc's Nursery

St. Petrocs School, 40 Ocean View Road, BUDE, Cornwall, EX23 8NJ

Inspection date

12/06/2013

Previous inspection date

14/07/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Relationships between staff and children are close, supportive and encourage children to develop into confident young people.
- Children's behaviour is very good. They share toys, respect friends and use good manners.
- The use of praise and encouragement is consistent to encourage children in their development and celebrate achievements.
- Staff respond to children's interests and make changes to support them, promoting their development well.
- Staff show that they value what children have to say by giving them time to talk and thanking them for their contributions to discussions.

It is not yet outstanding because

- Children do not always have the opportunities to fully develop their independence at mealtimes, in order to help them move onto the next stage in their learning.

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.

Inspection activities

- The inspector spoke to staff and held discussions with the manager and head teacher of the school.
- The inspector undertook observations of children and staff interactions with them, inside and outside.
- The inspector spoke to some parents to gain their views on the nursery.
- The inspector carried out a joint observation with the manager of staff interactions.
- The inspector reviewed some relevant paperwork including children's learning records, planning documents and staff qualifications.

Inspector

Katherine Lamb

Full Report

Information about the setting

Seahorses Nursery is part of St Petroc's Independent School in Bude, North Cornwall. It is managed by the headteacher and overseen by the school governors. It opened under its current registration in 2010 and operates from self-contained areas within the school. A garden area is used for outdoor play activities and the nursery makes use of the local beach. The nursery is open each weekday from 8am until 6pm all year round. There are currently 44 children on roll. The nursery is registered on the Early Years Register. It is in receipt of funding for the provision of free early education for children ages three and four years. There are eight members of staff, all of whom hold appropriate early years qualifications to National Vocational Qualification levels 2 or 3, with the manager holding a level 4 qualification.

What the setting needs to do to improve further

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

- develop children's independence at mealtimes by, for example, pouring their own drinks so that they are ready for the next stage in their learning.

Inspection judgements

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

The nursery meets the needs of all children very well. Children are keen to arrive and settle quickly. The atmosphere is calm and organised with children and staff understanding how sessions run. Staff show close, warm relationships with children and they know the children well. There are good teaching techniques used by staff. Children are clearly enjoying their play and are keen to show their friends and staff what they can do, showing a positive attitude to learning. Staff are attentive and supportive to children's learning. They talk to children clearly, getting down to their level and using good eye contact. They question children about what they are doing and leave time for them to answer showing that they have an interest in what children have to say.

The nursery is very well resourced with designated areas to support different parts of children's learning and development. Staff label areas with photos so that children can distinguish between them. This also helps to promote their independence when it is time to tidy up. Staff rotate resources well in both age groups to meet children's interests and keep their play and learning focused. In the under two's room staff work well to support children's individual needs and bring resources to less confident babies so they are included in play.

Children show a love of books by sitting and looking at books in the book corner independently and in small groups. Children share their toys; they know and understand that sometimes they have to take turns and wait before playing with something as their friends already have it. This shows that children are developing good social skills needed to progress onto the next stage of development and get them ready for school.

Children like using puzzles. Staff are available to help support them. For example, they question children about the picture to help them think about where to put the pieces. Once the puzzle is completed staff talk to children about the picture, in this instance a photo of gardening. Staff question the children about why the plants in the picture need water. Children reply 'it's to help them grow like me, I need water and I need food'. This enables the children to link the picture on the puzzle to everyday life helping them to learn effectively.

Children and babies also have access to natural resources and enjoy exploring wood and corks. Staff count as children put wooden rings on a stand to help them to understand and see how many they can add before they all fall off. This supports children's mathematical development. Children appreciate using wooden cups to make different noises and staff encourage this by joining in and providing extra cups for them to use. Babies also enjoy posting jam jar lids into boxes and learning about where they have gone. Staff use simple words to question children to see if they understand that the object is missing because they are out of sight and where it could have gone. These activities enable children to think critically.

Parents appreciate the key person system, through which their children receive care from a particular member of staff. Children show strong bonds with all staff. Staff encourage parents to share useful information about their children when they start at the nursery. Parents have ready access to records detailing children's 'learning journeys', which they can view at any time to keep up to date with their children's progress. The nursery has an excellent relationship with the local school and plans visits for the children before they are due to move to promote good levels of continuity.

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

Children show loving relationships with their friends and play in harmony together. They share their toys and are excellent communicators. They are confident learners and either ask for support when needed or play happily independently. Children show they feel safe and secure through their behaviour. Staff respond well to the needs of individual babies and children. Staff interactions with children are thoughtful and supportive; children are happy and confident and appreciate talking to staff. All children, including babies, show secure attachments to all staff looking after them and seek comfort or reassurance when needed. Children's emotional development benefits from these secure attachments. They listen to what children have to say and are clearly interested in their thoughts, showing they value these, which helps boost confidence. Staff organise themselves very effectively so someone is always available to give children support should it be required.

Staff use mealtimes to promote healthy eating and table manners with the children. Meal times are social occasions that have a very calm atmosphere and children demonstrate excellent table manners. Staff meet their dietary and health needs well as they are familiar with details of any allergies children have. Babies and children have age-appropriate cutlery and receive good support from staff as needed but also receive encouragement to eat by themselves. However, children do not always have the opportunities to be fully involved in the preparation and serving of their snacks and drinks. This does not fully support their developing independence skills. In all groups, staff sit and eat their lunch with the children sharing the same food as them and talking about what they are eating. This promotes discussions about where the food has come from and what it tastes and smells like.

Children have good opportunities to explore outside in the garden. Children wear all-weather suits and wellington boots as it is raining. They talk about health and safety, for instance that they must walk down the steps carefully because they are wet. Children use paintbrushes and water to paint the walls and the fence and talk about the pictures that they are making on the path. There is also playhouse, a slide, balls and hoops the children's play with.

Risk assessments are comprehensive and detailed, identifying risks and the measures to take to prevent them from happening. They are displayed around the nursery in appropriate places. These, along with daily checks, ensure the playrooms and activities are safe for the children. Staff encourage good behaviour from children; they model good behaviour and use praise to encourage children. They also give children explanations as to why they cannot do certain things. Daily routines help children to understand about safety and careful use of resources. Children make friends, are interested in activities, enjoy their time and look after each other. These are all things that help them prepare for the eventual move to school.

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

The manager has a good understanding of her responsibility in meeting all the requirements of the Statutory framework for the Early Years Foundation Stage. As a result, all children are well cared for and make good progress in their learning and development. There are comprehensive policies in place, including safeguarding, and staff understand and implement these policies daily. All staff have undergone suitability checks. Staff check the premises daily before the children arrive and after they leave. This shows that staff understand the need to provide a safe and secure environment for children and they do this effectively.

Staff have annual appraisals and informal supervision meetings. At these, action plans are set and staff take responsibility for their training and development, reporting back to the manager. This system works well as all staff feel involved in improving the nursery. They also have staff meetings and planning meetings to support them in their roles. The

manager and head teacher are extremely passionate about working together to improve the nursery and have action plans in place.

The manager and the head teacher have realistic ideas about strengths and areas for development and have a plan in place to improve the nursery. They have a clear vision of how they want to take the nursery forward. They have recently focused on a new assessment system. To reflect this, they are changing the children's learning journals. The new paperwork includes an entry assessment for tracking progress and also a tracker form to see children's stages of development. The manager monitors the provision to ensure that the planning supports children's individual needs as well as all areas of learning.

Parents are grateful for what the staff do and find everyone friendly, approachable and professional. Before starting, the nursery offers families 'taster' visits to help them and their children settle in. Staff keep parents well informed through newsletters and informal chats.

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

Unique reference number	EY407716
Local authority	Cornwall
Inspection number	816299
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	44
Name of provider	St. Petroc's School Trust Ltd
Date of previous inspection	14/07/2011
Telephone number	01288 354 262

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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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