

Egloskerry Nursery

Egloskerry School, Egloskerry, LAUNCESTON, Cornwall, PL15 8RT

Inspection date	12/09/2013
Previous inspection date	06/09/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are inquisitive and play well together, which contributes to firm foundations for future learning.
- Staff follow children's interests and plan stimulating activities that children enjoy.
- Staff have warm relationships with children and parents.
- Staff work well together to safeguard children and provide continuity of care.

It is not yet good because

- Although staff understand the Local Safeguarding Children Board procedures, the designated person has not completed the required training.
- Recent changes in the management and staffing structure have resulted in there not being a permanent manager or deputy in post.
- The management does not have good systems in place regarding the induction and appraisal systems to monitor staff performance.
- Appropriate vetting and recruitment procedures are in place but evidence is not available to show that all committee members are suitably vetted.

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 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 in their play activities and at snack time.
- The inspector had discussions with staff, committee members and parents.
- The inspector checked policies and procedures.
- The inspector scrutinised selected records and documentation.
- The inspector read a sample of observation and planning records.

Inspector

Julie Wright

Full Report

Information about the setting

Egloskerry Nursery is run by Coombe Valley Egloskerry Ltd and has charitable status. An associated company has provided an early years provision on this site since 2004. Egloskerry Nursery re-registered in new premises in 2011. It operates from purpose-built premises located on the Egloskerry Primary School site, near Launceston in Cornwall. There is an enclosed outdoor play area for children. The nursery is open each weekday from 9am until 12.15pm and from 12.15pm to 3.15pm on a Wednesday and Friday, during term time only. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery currently provides care for children aged from two to five years. There are currently 10 children on roll, who are all in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. There is currently one permanent member of staff, with additional bank staff employed to work with the children. Staff hold relevant early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the lead practitioner responsible for safeguarding attends an appropriate child protection course, in accordance with advice from the Local Safeguarding Children Board or local authority
- ensure that there is a suitably qualified and experienced manager in place and that there is a named deputy, who is qualified and capable of taking charge in the manager's absence
- establish effective systems for induction procedures, regular staff appraisals and supervision of staff
- ensure that records relating to the staff and suitability of adults are easily accessible and available for inspection.

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

- develop opportunities for parents to be involved with their children's learning in the setting to extend partnerships and help children to make progress.

Inspection judgements

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

Staff and bank staff demonstrate a clear knowledge and understanding of children's learning and development. They provide a suitable programme of indoor and outdoor activities to promote children's learning and development. Planning is displayed so that all staff are aware of the activities and learning intentions. Staff follow children's interests and use these to extend learning. For example, children show a preference for construction toys, so staff place relevant resources in different areas around the nursery to offer children various challenges. Children discover bricks in the sand and use toy vehicles to create a 'building site'. Role play provides opportunities for children to wash dolls and leads to them 'playing hairdressers'. Resources reflect children's rural and farming community and these help them make sense of the world around them. Children show interest as they play with replica animals and tractors to create a farm. Staff interact with children, asking questions to promote critical thinking and learning. They encourage children to 'add and take away' numbers of ducks on a pond, which helps mathematical understanding. Children are confident speakers and use descriptive language in play. They are keen to join in story times and express their ideas. Singing sessions also contribute to children's speech and language development.

Staff provide support to children and help them to learn through play. For example, they encourage children to talk about their reflections in a mirror. Children then draw a self-portrait adding facial features and limbs. The staff put up displays of their creative efforts, which promotes the children's self-esteem as they see their efforts are valued. Children concentrate and complete their activities, which builds on their skills as they prepare for school. Suitable arrangements are in place for staff to complete the required summary progress check for children aged two years. Staff observe children and maintain a record of progress for each child. They provide a copy for parents of their observations and plans for children's next steps to involve them in their children's learning and development. Staff take frequent photographs of children in their activities and link these to the areas of learning and development. This is useful information for parents as it contributes towards their involvement in children's learning. Parents provide suitable information to help staff know about children's needs and backgrounds. However, there are fewer opportunities for them to purposefully engage in activities in the nursery. For example to help children learn about different backgrounds and communities. The nursery has close links with the primary school. Teachers visit children in the nursery and children visit the school. Therefore children become familiar with their new setting, which helps them feel secure when they move.

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

Although there have been a number of changes in staff roles, there is a consistent key person for each child, which appropriately supports their well-being. At the start of term numbers of children on roll are low, so there has not been a significant impact on their

care or their learning and development. Children settle well and have warm relationships with staff. They are happy and confident and form friendships in the nursery. Children play cooperatively and behave well. Staff promote positive attitudes in children through their role-modelling and practice. They use signs and pictures to remind children about safety. For example to remind children to drink water, wear sun cream and play in the shade, which helps protect children's welfare in hot weather. During a literacy activity children 'write' a rule that they remember so they have some ownership over the rules of the nursery. For instance, they make marks on the paper and recall that 'everyone should help tidy up'.

Children benefit from consistent routines and quickly learn 'what happens next'. They help to put things away and prepare for snack, showing a sense of responsibility. Staff provide healthy savoury options for children to eat, with drinks of milk or water. Learning continues at snack time as staff encourage children to recognise individual name cards and sound out letters. Children use mathematical language as they count and make simple calculations. At some sessions there is an option for children to bring packed lunches. Staff are aware of children's individual dietary requirements, such as allergies, which protects each child's health. Staff plan topics, for example, 'All about Me', with activities to promote all areas of learning. Children bring items from home for circle time, so they can tell their friends what they like and why something is special to them. This activity promotes children's confidence and language development. Outdoor play is available at every session. There is a covered veranda so that children can go outside for fresh air in all weathers. Children chatter as they play imaginatively together in the sand and water trays.

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

The inspection was brought forward due to concerns raised to Ofsted about the leadership and management and supervision of children in the nursery. The inspection has found that there have been a number of changes in staffing and management in recent months within the nursery. The providers are taking appropriate steps to address current issues, such as imminent staff recruitment to enable them to fully meet the staffing requirements of the Statutory Framework for the Early Years Foundation Stage regarding the manager and deputy positions. The providers are using suitably vetted bank staff to maintain ratios, supervise children and safeguard their welfare. The same bank staff attend sessions on a rota basis to promote consistent care for children, so that the impact on their care and learning is low. Suitable vetting and recruitment procedures are in place, although information on suitability checks is not available for all committee members. As this adult does not work directly with children there is no impact on their safety. Staff who work with the children have a sound knowledge of child protection procedures. The temporary designated person for safeguarding understands her responsibility to liaise with child protection agencies. However, she has not completed the required approved training for this role, which is a requirement of the Early Years Foundation Stage.

Suitable policies and procedures are in place with regard to organisational matters,

children's health, safety and well-being. These are reviewed and updated as and when required. Staff are made aware of the nursery's procedures for confidentiality to protect children's welfare. Copies of policies and procedures are available to staff and parents. They include information on induction and appraisals for staff. However, neither procedure at present is robustly carried out. For example, the nursery does not hold all of the necessary details of all bank staff, which is a breach of requirement of the Early Years Foundation Stage and the Childcare Register. Although bank staff have sound knowledge of the welfare requirements, they have not had a formal induction to support them in their role and care of the children. The appraisal and staff supervision systems are not rigorous, because of unclear roles and responsibilities and this has a small impact on how well the nursery drives improvement in the staff's performance. Premises are secure, safe and suitable for children. Toys and equipment are well organised and in good condition.

Staff reflect on their practice to secure improvements in children's learning. For example, they have recently changed the layout of the playroom to make creative materials more accessible to children. The self-evaluation form is updated and the nursery works in partnership with the early years development team. Current action plans include developing outdoor learning opportunities for children, to include a sensory garden and planting area. There is a suitable programme of training available for staff development. Consequently, the nursery has a sound capacity for ongoing improvement. At inspection parents confirm that they and their children are happy with the provision. Children enjoy going and parents receive information on a regular basis. Suitable procedures are in place to work in partnership with others, to meet children's specific needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that records of the name, home address and telephone number of every person living or working on the premises on which childcare is provided are maintained (compulsory part of the Childcare Register).
- ensure that records of the name, home address and telephone number of every person living or working on the premises on which childcare is provided are maintained (voluntary part of the Childcare Register).

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	EY422841
Local authority	Cornwall
Inspection number	928309
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	18
Number of children on roll	10
Name of provider	Coombe Valley Egloskerry Limited
Date of previous inspection	06/09/2011
Telephone number	01566 785831

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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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