

Helston Day Nursery

Helston Community College, Church Hill, Helston, Cornwall, TR13 8NR

Inspection date	09/12/2013
Previous inspection date	04/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children form strong bonds with their key members of staff. As a result, they are happy and feel secure in the nursery.
- Children experience a healthy lifestyle at the nursery. They play in the fresh air each day, enjoy plenty of physical exercise and benefit from well-balanced and nutritious meals and snacks.
- Children enjoy a broad range of learning opportunities, indoors and outdoors, which targets their individual learning needs well. This provision helps them to make good progress.
- Staff establish positive relationships with parents. This approach helps to ensure parents are well informed of their children's progress and encouraged to work together with staff to support children's learning at home.

It is not yet outstanding because

- The committee does not complete regular appraisal for the manager, or support supervision of the growing nursery team. Therefore, opportunities for monitoring performance and driving further improvement in nursery practice are not maximised.

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 engaged in discussion with children, staff and parents.
- The inspector viewed the premises, toys and equipment.
- The inspector observed interactions between staff and children.
- The inspector sampled nursery documentation.

Inspector

Jayne Pascoe

Full report

Information about the setting

Helston Day Nursery registered in 1989. It operates from a large portable building in the grounds of Helston Community College in Cornwall. The nursery is open each weekday from 8am until 5pm during term times and some weeks during school holidays. There is easy access to all areas used by the children, including the secure enclosed play area. The provision is registered by Ofsted on the Early Years Register. There are currently 39 children attending, who are 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. Some children also attend primary schools in the area. The nursery supports children with special educational needs and/or disabilities. The nursery employs six full-time members of staff and one part-time, one-to-one, support worker. All staff hold appropriate qualifications at level 3. The nursery is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- increase the registered body's monitoring and evaluation of staff performance and practice to enhance staff supervision and support in order to benefit children's learning and development.

Inspection judgements

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

Staff have a secure understanding of how children learn and develop. Effective systems are in place to establish what children know, understand and can do prior to them attending the nursery. This information is used well to settle children and provide an interesting range of experiences, which promotes learning and development across all areas. Children are curious, inquisitive and keen to learn. Staff interact skilfully to challenge children appropriately in their chosen play. For example, through discussion they encourage children to consider the shapes that they draw and compare these to the letters and numbers displayed on the playroom wall. This approach promotes the development of early literacy and numeracy skills. In addition, children's creativity is supported through imaginative role play, painting and collage, as they prepare for Christmas. Children are competent in their use of interactive and programmable toys and equipment. They communicate well with adults and each other through emerging vocabulary, facial expression and signing. Children follow effective procedures to promote their good health and discuss with staff why this is important. As a result of these appropriate practices, children of all abilities make good progress in relation to their starting points and successfully acquire the key skills for the next steps in their learning.

Assessment systems are thorough and precise. These show that children benefit from an effective key person system, which helps to maintain a clear focus on their individual abilities, interests and preferences. Staff successfully link children's next steps for progress to future activities. Planning documents show that staff provide an interesting range of topical activities. There is also consideration and respect given to children's suggestions and ideas, which are included in the planning as these arise. Each key person plans appropriate experiences for their key children. As a result, learning and development opportunities are good. Staff regularly share children's records with parents, who take an active role in promoting shared learning. Parents explain that staff support them well, by providing interesting ideas regarding how to help children make progress at home. Staff achieve this communication through the provision of ideas and resources to take home to share together. As a result, parents feel fully included and children benefit from a shared and targeted approach to learning.

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

Children form strong attachments to their key persons, which successfully support their well-being. They enter the nursery enthusiastically and separate easily from their parents. Even very young children and those who are relatively new to the nursery are confident and independent. Children move freely around the playroom to select favourite toys, interact with others and share their achievements. Staff discuss with children why it is important to move carefully to negotiate furniture and resources. They also explain why it is important to wear protective clothing when they move outdoors to play. This good practice helps children to feel safe and promotes their understanding of how to identify and manage everyday risks. All staff are positive role models. They explain that the manager sets good examples and this helps them to maintain consistency across the nursery. Children say that all staff are always 'kind' to them and 'nice'. They are keen to follow the lead of adults and so behave well, being polite, helpful and considerate to others. They enjoy taking responsibility for small tasks, such as serving their own lunch and tidying away toys after use. The atmosphere in the nursery is calm, happy and well ordered. Because staff are effective in their ability to promote a positive awareness of people's differences, children learn to respect and tolerate one another.

Staff implement effective health and hygiene routines and explain to children why it is important to follow these. Children follow the staff's good examples and learn to manage their own personal care needs in relation to their individual ability. Children benefit from plenty of fresh air and physical exercise each day. This is because they play outdoors regardless of the weather as they wear protective clothing. Children enjoy a mid-morning snack of fresh and dried fruits and a lunch, for example of chicken korma, cooked by the school catering staff. Children understand why good health and hygiene practices are important, as staff talk to them about the positive impact these have on their health, growth and development.

The nursery is well-organised, welcoming and stimulating. Children are grouped appropriately and they have access to the outdoors as and when they wish. The outdoor area provides a grassy slope, role-play house, a large sand area and a 'mud kitchen',

which is particularly popular. This stimulating provision enables children to engage in purposeful activities with support from staff, who supervise them closely and engage positively to enhance their play. As a result of these positive interactions, children learn to cooperate and negotiate to maintain harmonious play, which in turn supports their all-round development. Staff establish effective links with local early years providers, which help children as they move on to other settings and into school.

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

Staff have a good understanding of the learning and development and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. All staff demonstrate that they are fully aware of how to respond to any safeguarding issues appropriately. They have a secure understanding of the local safeguarding procedures and are confident to follow the nursery's safeguarding policy, if required, to protect and support children. The provider maintains consistency in this practice when the manager is not present, as there are two members of staff who take responsibility for deputising at these times. They are both appropriately qualified and experienced and receive good support from a committee member, who has completed comprehensive safeguarding training. The attendance register shows that staff meet appropriate adult: child ratios at all times. A written risk assessment is in place and staff complete daily visual checks on the premises, toys and equipment. These practices support children to be safe and secure. Children participate in regular emergency evacuation procedures, which help to develop their confidence and familiarity in this practice. They also learn how to identify and manage everyday risks, which promotes their safety. The accident and incident records show that children are cared for sensitively and appropriately and staff share sufficient details promptly with parents. Most staff hold a paediatric first aid certificate so are able to treat an injured child, if necessary.

The provider shares a good range of nursery policies and procedures with all staff and parents to help maintain consistency in practice. Recruitment and induction procedures are effective to help ensure staff are suitable and the manager is thorough in her regular monitoring of staff performance. The provider uses staff appraisals to assess the ongoing health and suitability of staff and to identify appropriate areas for their future development. However, although the manager receives regular monitoring visits from a member of the registered body, appraisal takes place infrequently. Therefore, the monitoring of nursery practice and the provision of staff supervision and support are not fully in place. In addition, the manager takes sole responsibility for a growing workforce, as numbers of children have increased following a move of premises. Therefore, she is unable to maintain a maximum level of focus on her own professional development.

Staff demonstrate a good understanding of how children learn. Assessment systems are an effective tool for the monitoring and evaluation of children's progress. Consistency in their use across the nursery helps to include all children, staff and parents. Staff use effective teaching methods and provide a wide range of enjoyable experiences to support children to work towards their full potential. Partnerships with early years agencies, other

providers and parents are strong and contribute to meeting children's needs. In discussion, all parents are very complimentary about the standards of care and learning achieved. In addition, staff praise the leadership skills of the manager. Children explain that they enjoy their time at nursery and like all the staff, as they 'play with them and look after them'. The manager is well-organised, efficient and helpful. Staff are competent and confident in their roles and responsibilities. Since the last inspection, the nursery has made appropriate improvements. These include increasing the outdoor activities to fully engage boys in worthwhile activities and updating the policies and procedures. Self-evaluation takes place regularly and helps to identify appropriate areas for future development. This planning currently includes improving seating arrangements in the younger children's playroom. Staff plan to offer sociable snack and mealtimes, during which older children can be role models for younger children. This approach demonstrates the nursery's ongoing commitment to improvements to benefit children's learning and development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	102759
Local authority	Cornwall
Inspection number	945251
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	39
Name of provider	Helston Day Nursery Committee
Date of previous inspection	04/11/2010
Telephone number	01326 575010

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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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