

# The Bodmin Child Development Centre

THE BEACON INFANT AND NURSERY SCHOOL, 38 Robartes Road, Bodmin, PL31 1JQ

<b>Inspection date</b>	15/05/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children form exceptionally positive relationships with staff, which in turn promotes their emotional well-being and self-confidence.
- The quality of teaching is extremely good. Activities are enjoyable and truly engage children. As a result, children make excellent progress.
- Toys, resources and equipment are of a very high quality. Staff also source additional learning opportunities from external agencies. Therefore, children benefit from a holistic approach to their learning and development.
- Partnership working is highly effective and helps to promote continuity of care and learning.
- Staff use thorough systems for the assessment of children's progress, which helps them to plan excellent opportunities to meet children's future learning needs.

## 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 viewed the premises, toys and equipment.
- The inspector offered the opportunity for a joint observation of an activity.
- The inspector engaged in discussion with children, parents, staff and the registered individual.
- The inspector observed interactions between staff and children.
- The inspector sampled documentation.

## Inspector

Jayne Pascoe

## Full report

### Information about the setting

Bodmin Child Development Centre registered in 2013. It operates from a building within the grounds of the Beacon Infant and Nursery School, in Bodmin, Cornwall. Children have access to various rooms and enclosed outdoor facilities. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children in the early years age group on roll. The nursery receives funding for the provision of early education to children aged three and four years. Some children also attend other early years settings. The nursery supports children with special educational needs and/or disabilities. It is open on Wednesday and Thursday from 9am to 11.30am and 12.30pm to 3pm, during term time only. Attendance is through a referral basis only. The nursery employs three staff to work directly with the children. The manager is a qualified teacher and the nursery assistants are qualified to level 3.

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

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

- increase opportunities to extend children's numeracy skills further, for example by using the daily routine activities to support counting, matching and sorting skills.

### Inspection judgements

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

Staff have a very secure understanding of how children learn and develop. They follow extremely good procedures to establish what children know, understand and can do on entry to the nursery. This includes home visits, completion of all about me forms and close liaison with the child's family and any professional support worker involved. As a result, they demonstrate an excellent awareness and respect of children's unique qualities, abilities, preferences and interests. This knowledge helps them to plan sufficiently challenging, stimulating and enjoyable learning experiences, which in turn, successfully promote children's all round learning and development. Staff provide high levels of support and high quality interactions, to enable children to enjoy and achieve. The quality of teaching is exceptionally good. Staff focus specifically on each child's learning need and ensure that opportunities for them to make progress are pursued fully. For example, staff use clear visual prompt cards to teach and include children with a speech and language delay. Children also benefit from high levels of one to one support and routine use of signing. Staff sit at child height and make very effective use of facial expression and body language as additional methods of communication. As a result, children are able to express their needs with ease and follow simple instructions. This successfully promotes their sense of self-worth, strengthens their sense of belonging and increases their self-confidence.

Staff have an expert knowledge of child development and use this very well to provide a broad and balanced range of activities across all areas of learning. Assessment records show that children make rapid progress in relation to their starting point. Staff monitor children's progress very effectively and use regular observations to highlight appropriate areas for their future development. Staff link these directly to their planning, which ensures that all children benefit from very regular opportunities to extend their learning further. The nursery also provides externally sourced activities, such as music sessions, which offer children complementary learning experiences. Children are encouraged to take responsibility, make independent choices and influence ideas for play. Staff enable them to do this by encouraging children to make choices about what they would like to do. An excellent range of visual prompt cards are available, such as points of reference, which depict a visual image of favourite resources. Children use these confidently to communicate their preferences to staff. Although staff generally use daily routine activities well to support children's learning and development, there are some missed opportunities to extend numeracy skills further. For example, by counting, sorting and matching during snack time, whole group times and during outdoor play.

Children display the characteristics of effective learning. They are highly inquisitive, motivated and keen to learn. They are not afraid to make mistakes and persevere until they achieve a specific goal. As a result, they make excellent progress. Children enjoy playing with different coloured, small rubber rings outdoors. They hold them and bounce them together to feel the sensation. An adult shows them how to roll these carefully across the playground and children carefully study this process, before attempting to try it for themselves. Within minutes, they have mastered this skill and extended it further by rolling the ring in circles around them. Staff provide plenty of praise for their efforts, which encourages them to keep on trying. In addition to the excellent promotion of communication and language skills, children also develop their physical skills through use of the outdoor play equipment and the indoor soft playroom. In these areas, they climb, slide, roll and jump. They also use small tools and equipment, which helps them to acquire physical dexterity. Staff promote children's social skills very well. They understand that these key skills are vital in helping them prepare for their next steps in learning. Excellent partnerships with parents and other early years practitioners are in place. This helps to support children in their move between settings and on to school. Parents are actively engaged in children's learning, as staff share ideas to support and challenge children at home.

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

Children enter the nursery very enthusiastically and separate easily from their parent or carer. They form extremely secure attachments to their key person and other staff. They remain happy, settled and enthusiastic throughout the session, as they engage in purposeful and worthwhile play experiences. Staff respect children's choices and interact positively in child-led activities for the majority of time. They are skilful enough to lead these activities into purposeful learning opportunities, which link directly into children's next steps. For example, children choose the interactive computer screen point of

reference card. Staff switch this device on for them and encourage them to make choices about which programme to use. They select nursery rhymes and activate the programme for themselves. They join-in with the song and actions and staff encourage them to extend their verbal abilities, as they know this is a specific area for development. Because numbers of children attending are intentionally low, in order to provide high levels of one to one support, the manager is currently the key person for each child. However, children are encouraged to select their own key person over time, as they get to know staff well and form positive and trusting relationships. This ensures that children are effectively integrated, fully included and develop a strong sense of security. During the whole group welcome session, staff display children's photographs on the interactive screen. Photographs of children at play and samples of children's work decorate the classroom walls for all to admire. Staff are highly attentive and sensitive to children's needs. They provide a fully inclusive environment in which they treat every child with equal levels of respect and concern. These excellent practices successfully promote children's emotional well-being. Staff teach children how to identify and manage everyday risk through ongoing discussion, excellent use of visual prompts and the provision of appropriate safety equipment.

The premises are well organised, welcoming and stimulating. There are comfortable areas in which children can relax, engage in sensory play experiences with lights, tissue paper and manipulative materials. They express their creativity freely, as they paint and draw indoors and chalk in the outdoor play area. The soft play room and indoor mini trampoline enables them to release excess energy in safety, whilst watching themselves in the safety mirrors. The range of toys and equipment are of a very high quality and include a range of innovative resources and specialist mobility equipment. Staff use these exceptionally well to meet children's individual learning and development needs. Children with little mobility can move around the nursery with adult support to access all activities and engage in outdoor play with their friends. Visitors to the nursery, such as the pets as therapy scheme and music sessions, provide excellent opportunities for children to benefit from specialist tailored activities. This helps to provide a holistic approach to supporting their all-round development. Children greatly enjoy outdoor investigation and exploration. They are beginning to understand that fresh air and physical play promotes their good health. Staff remind children to wash their hands before eating and provide a sufficient range of food and drink for children's individual needs. Children and staff sit together at snack time, where learning continues, as staff teach children the importance of self-care. There are excellent links with the on-site school and other local early years agencies. The speech and language therapist spends a day each week at the nursery working closely with the children and staff. Staff also visit other early years settings that children attend, in order to promote shared care and learning. These excellent relationships support children in their future learning and move on to school.

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

Staff have an excellent understanding of the learning and development and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation

Stage. They are well-qualified and knowledgeable practitioners, who work very successfully together to promote children's well-being, learning and development. Leadership and management are strong and the staff team liaise particularly well with their associated early years provision in Truro, to share good practice. The registered individual is an inspirational and experienced practitioner, who provides high levels of ongoing support, supervision and advice to her staff team. She works very closely with the manager to ensure that the systems to recruit, induct and check the ongoing suitability of staff are fully effective. Regular staff appraisals take place to monitor staff performance and identify appropriate opportunities for future professional development. Adults have a secure understanding of the local safeguarding procedures and are confident to follow these if required. All staff complete safeguarding, paediatric first aid, behaviour management and special needs training. In addition, they complete specialist training to meet the specific needs of particular children attending. A written risk assessment is in place and staff complete daily visual checks on the premises, toys and equipment. Therefore, staff are very competent in their ability to actively promote children's health, safety and security. Children participate in regular emergency evacuation procedures to develop their confidence and familiarity. They also learn how to identify and manage everyday risk as they handle tools and move carefully indoors and outdoors.

A comprehensive range of written policies and procedures are in place. Staff share and agree these with parents, which helps to maintain consistency between the nursery and home. Staff value and welcome contributions from parents, as they understand that parents know their children best. Parents explain that children are eager to attend the nursery, greatly enjoy their time there and have formed very positive relationships with staff and other children. Parents also praise the high level of support they receive from staff in helping support children's learning and development needs at home. Assessment records show that even those children who have attended for only a short period have made rapid progress, flourish at the nursery and are helped to move on to other settings with ease. There are robust systems in place to monitor and evaluate practice and identify appropriate areas for future development. This includes strengthening partnership working further and continuing to enhance the outdoor learning environment. Staff also plan to keep up-to-date with changes in legislation and early years research.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY470320
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	941869
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Cornwall Council
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0120874961

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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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