

Lizard C.H.I.L.D Trust

St. Michaels VC C of E Primary School, Penberthy Road, HELSTON, Cornwall, TR13 8AR

Inspection date	16/06/2014
Previous inspection date	08/03/2012

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

- Staff take time to establish positive relationships with parents and children. This enables them to get to know about children's needs and preferences and provide activities that children enjoy so that they quickly settle in to the nursery.
- Children enjoy developing their physical skills. They access a wide range of sports activities available at the setting.
- Staff work closely with other agencies to support children with special educational needs and/or disabilities promote their learning and development.
- Staff help children to move smoothly on to school, by providing children with photographs of future reception class staff and school premises.

It is not yet outstanding because

- Staff do not always use daily routines to reinforce children's learning and skills such as counting, calculating, pouring, slicing, spreading and labelling their work.
- Storage of some books and their condition, does not make books inviting to foster children's spontaneous interest and use of them.

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 sampled documentation regarding planning and children's progress.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation alongside the deputy manager.
- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector checked documents relating to the suitability and qualifications of staff.

Inspector

Lynne Bowden

Full report

Information about the setting

Lizard C.H.I.L.D. Trust Day Nursery and Out of School Club registered in 2001 and operates from its own modular building in the grounds of St Michael's School in Helston, Cornwall. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates between 8am and 6pm, 50 weeks a year. The children use the enclosed nursery garden area, the school grounds and field for outdoor learning. There are currently 138 children attending in the early years age range. The nursery receives funding to provide free early education for children aged two, three and four year old. The setting currently supports with special educational needs and/or disabilities. The nursery employs 21 childcare staff. These include twenty with childcare qualifications, of these two have level 2 National Vocational Qualifications, 12 have level 3 qualifications, two have foundation degrees, one has a BA, another has a Masters degree and another is an early years practitioner.

What the setting needs to do to improve further

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

- further develop daily routines to create opportunities to reinforce and develop children's skills and learning in meaningful situations

- increase accessibility of books to promote children's love and enjoyment of books.

Inspection judgements

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

The quality of the educational programme is good. Staff seek information from parents and carers in introductory 'About me' forms and through discussions with parents on home visits. This information along with staff observations enable key persons to establish children's starting points and the next steps in their learning. These assessments enable staff to provide activities which interest children and support their development and progress. Staff produced written progress summaries including the progress checks for two-year old children, at the end of each term. They share these with parents, seeking their contributions at parent meetings. Information about key persons is displayed on the parent notice boards and information about assessment methods are included in children's learning journals, so that parents are well informed about the assessment process. The nursery provides training sessions to support parents in promoting their children's learning and development. This helps parents to support their children's learning at home.

Using progress records staff are able to either within the setting or involving other

agencies. Staff liaise and work closely with other professionals to support and meet the needs of children with special educational needs and/or disabilities well. Both able bodied young children and children disabled physically develop confidence, core strength, coordination and balance as staff support them in manoeuvring around soft play equipment and physiotherapy resources. Regular well planned sessions with a sports coach help children develop a wide range of physical skills. These include ball skills and coordination as they enthusiastically enjoy and benefit from energetic, outdoor activities.

In the enclosed outdoor play area and as they explore the school's wooded area children learn about their environment, grow plants and enjoy finding and studying animals. Staff promote children's personal and social development by reminding children to take turns and praising them for being polite. Staff skilfully lead small groups of children, where they teach and reinforce sounds letter make, giving children an awareness and understanding of initials sounds. This knowledge gives children a sound basis to read and spell as they begin to blend sounds together to make simple words.

Projects such as French week, when staff teach children some French words, raise children's awareness of difference and diversity. However, staff do not reinforce this awareness by labelling things in languages other than English. The introduction of sign language raises children's awareness of difference and diversity and supports and promotes children's developing communication skills.

The staff encourage young children to talk as they experiment at recording and listening back to their own voices on simple recording machines. In addition to supporting their communication skills this and use of simple cameras, teaches children how to use technology. Children thoroughly enjoy dancing, singing and carrying out actions of familiar action songs and games. This helps young children develop their observation and listening skills as they watch adults and friends and listen to the words.

Staff reinforce children's mathematical knowledge as they ask children to identify a variety of shapes across a range of activities. Older children learn how to use scissors safely and develop their coordination and pencil control at craft activities. However, staff label art and craft work for children, prepare and slice fruit for snacks and pour drinks out at snack time. This removes opportunities for children to develop independence and practice their skills in real and meaningful situations. Children enjoy listening to stories read to them by staff. However, storage of the numerous books, some very tightly packed and most with only the spines visible does not make books easily accessible or attractive to children.

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

Staff take time to get to know children and their families, building warm relationships with them. They reassure and comfort young children on their arrival, distracting them with activities that interest and engage them. This results in children quickly settling in and feeling secure enough to explore their environment.

Older children are confident in the settings routines and interact positively with each

other. Children learn to select appropriate clothing and attempt to dress themselves for outdoor play. Children generally behave well because praise them for helpful and positive behaviour such as tidying up ready for snack. In other situations staff teach children to keep themselves safe as they handle scissors, cross roads on outings and participate in fire drills. Children enjoy nutritious, freshly cooked meals and healthy snacks such as bananas, crackers, hummus and milk. Drinking water is readily available throughout the day.

Staff protect children from cross infection as they follow effective hygiene practices when changing babies' and young children's nappies. They sensitively support parents to toilet training their children and remind children of good hygiene practices. This results in older children confidently taking themselves to the toilet and washing their hands. The setting establishes effective relationships with other providers. These enable them to share information to support continuity of care routines and learning. Staff liaise with schools in the neighbourhood, visiting them and inviting reception teachers to visit children at the nursery. The nursery provides children with photographs of their future schools and teachers on key fobs. This enables children to talk and share their thoughts about their impending move and helps them become familiar with their new environment. Children's social, communication and physical independence skills along with their growing awareness of numeracy and literacy, prepares them well for their progress on to school.

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

The provider has a sound understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a clear understanding of the notification requirements. Clear and comprehensive safeguarding policies are in place. These include the procedures to follow if anyone has concerns about any children in their care, whistle blowing and procedures to follow if allegations are made about anyone at the nursery. Staff have experience in working in partnership with agencies to safeguard children. All the staff undergo checks regarding their suitability and receive training to update their knowledge and understanding of safeguarding issues. Comprehensive written risk assessments are in place for outings and staff complete safety checks of the premises at the start and end of each day.

Staff show a good understanding of how to safely administer medication to children and how to deal with and record all accidents and incidents. They share this information with parents and inform Ofsted and Riddor of any serious injuries. The setting identifies steps to take to minimise risk of future occurrence, such as rigorous enforcement of existing safety rules. Policies and procedures are available for parents and staff to read. Recruitment systems are robust and rigorous ensuring that all new staff undergo the necessary checks, including through the Disclosure and Barring Service to ensure staff's suitability to be working with children. Staff appraisals take place to monitor their performance, identify areas for professional development and establish ongoing suitability. Staff attend a wide range of training and share what they learn with their colleagues. This enables them to put new ideas into practice such as developing the outdoor learning

environment and identify some areas for future improvement.

Staff support children's learning and development well, by planning appropriate activities and key persons are knowledgeable about children's progress through phases of development. As a result, children make good progress. Positive partnerships with parents and external agencies effectively contribute to support children's learning and meet their specific needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	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	EY223035
Local authority	Cornwall
Inspection number	918742
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	138
Name of provider	Lizard C.H.I.L.D. Trust
Date of previous inspection	08/03/2012
Telephone number	01326 573338

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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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