

China Fleet Under 5's

North Pill, Saltash, Cornwall, PL12 6LJ

Inspection date	30/09/2014
Previous inspection date	10/06/2009

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 use mathematical language regularly to help children learn simple concepts such as shapes, counting and number recognition.
- Staff form positive relationships with children, helping them to feel secure and develop positive attitudes towards learning. This contributes to the good progress they make towards the early learning goals.
- Overall, staff provide worthwhile activities both inside and outdoors, which appeals to children who prefer to learn in the outdoor environment.
- Staff develop good relationships with parents, which supports children's learning and development at home, as well as in the setting.

It is not yet outstanding because

- Outdoors, staff do not always provide children with the opportunity to independently explore resources and to make new discoveries for themselves.
- Staff do not always provide alternative choices for children during organised activities. As a result, some children's experiences are less beneficial.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children engaged in activities organised by adults and themselves.
- The inspector invited the manager to conduct a joint observation of an adult-led activity.
- The inspector conducted a meeting with both managers.
- The inspector sampled documentation relevant to children's learning and development.
- The inspector spoke to parents, and considered their views and opinions of the setting.

Inspector

Tristine Hardwick

Full report

Information about the setting

China Fleet Under 5s registered in 1991 and is privately owned. It provides a service to members of the China Fleet Country Club, situated on the outskirts of Saltash. The setting operates from a purpose-built, self-contained building in the grounds of the club. Children have access to enclosed outdoor play areas. The setting is open each week day from 9.15am until 12.15pm. It is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 30 children may attend the setting at any one time. There are currently 30 children on roll, aged from birth to five years. The setting provides funded early education for two-, three- and four-year-old children. There are seven members of staff; six hold appropriate early years qualifications at level 3 and one is unqualified.

What the setting needs to do to improve further

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

- offer alternative activity choices for children, so they continue to be occupied and stimulated during all organised activities.

Inspection judgements

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

Staff gather information about children before they start to attend the setting. Parents provide information about their child's likes, dislikes and interests, as well as details about important family members. Staff use this information to devise strategies to help children to settle well and engage in enjoyable activities. During the settling-in process, staff begin to develop positive relationships with parents. This provides a good foundation for working partnerships to support children with their development and learning. Parents are further encouraged to share information about their children's development at home. Staff incorporate this information into the plans they put in place for individual children, for example with regard to toilet training.

Staff understand how children prefer to learn. They make regular observations of children's achievements and record this information in individual learning diaries. This helps them to plan new experiences, in order to continue to meet their individual needs, and as a result, children progress well. Staff regularly summarise children's progress. This allows them to highlight children's strengths or areas for further development, and to put plans in place to support their needs accordingly. For example, where necessary, staff refer children to other professionals for support with their communication and language skills.

Staff support children effectively to develop their language and communication skills. They talk to children constantly and in particular make very good use of mathematical language as they play, helping them to understand simple concepts in readiness for school. For example, as children take part in news time, they talk about who is not there and then count how many children are present. Staff teach children to identify shapes and to develop their spatial awareness. In the outdoor area, staff point out marks left in the grass where equipment has been. This helps children to understand the world around them and make links to other learning experiences.

Staff provide interesting ways for children to make marks, as part of the development of their early writing skills. For example, children paint with water onto wood, to make different shapes. Children are further supported to develop an interest in books. Before snack time, they select a book of their choice and sit at a table to explore the writing and pictures. However, some children do not fully engage in this activity and because they are not offered an alternative, they do not benefit as much as others.

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

Staff build good relationships with children because they take time to understand their individual needs. As a result, children feel secure and settle well into the daily routine. Each child has their own key member of staff with whom they develop a special bond. Staff regularly share information about children's progress and well-being with parents, who in turn, are confident to share relevant information about their child's development.

Staff help children to develop a sense of belonging. They present their art work on the walls and display photographs of the children engaged in activities around the setting. These serve as a reminder to children about their experiences or as conversation points. Staff are good role models. They relate respectfully with each other, which sets a standard for children to aim for. As a result, children socialise well with their peers and begin to develop important cooperative skills. For example, children work with each other to tidy away resources before snack time.

Staff help children to develop a positive attitude to a healthy lifestyle; for example they offer children fruit while they sit with their friends for a snack. They talk about the fruit they are eating, such as its colour and texture, successfully incorporating further learning into an everyday experience. Staff also talk to children about what they plan to do afterwards, and children are happy when they find out they will be playing outdoors. Staff enable children to develop their physical skills with a variety of equipment. They are able to play in the front play area, which has a good range of challenging equipment, such as roundabouts and climbing frames. Children learn to use their larger muscles as they climb and crawl on the equipment and exert excess energy. In the rear outdoor area, children engage in activities that help to develop smaller muscles, such as sand play. However, in this area, staff miss some opportunities to provide activities that encourage children to explore and make new discoveries for themselves.

Staff are deployed well throughout the indoor and outside environments, offering support

to children where needed, yet also helping children to become independent. They are on hand to remind children to wash their hands after toileting and explain why this is important. Furthermore, they encourage children to pour themselves drinks of water or milk, to prevent them from becoming thirsty during the day.

Staff ensure children can play safely and freely. They conduct daily and annual checks of the premises and equipment, to ensure they continue to be suitable for children. The outdoor areas are fully secure and children are safe inside because only staff members can open locked doors. Staff know how to deal appropriately with children who may injure themselves because all have attended relevant training.

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

The management team has a good understanding of its responsibilities to meet the requirements of the Early Years Foundation Stage. It seeks the opinions of staff, in order to develop targets and strategies as part of its vision to continually meet the needs of all children. In addition, it seeks the views of parents through conversations or a suggestion box.

The management team prioritises the safeguarding of children well and consequently, there are good safeguarding systems in place. Staff understand how to identify children who may be at risk from abuse. There is a robust policy, which they understand the need to follow in such situations. The managers update policies annually or when required, to make sure they continue to reflect existing practice.

The management team understands how to recruit new staff safely; it receives support from the country club, to ensure the setting follows fair and appropriate systems to ensure only suitable adults care for children. All staff receive a thorough induction, which helps them to understand the necessary standards and requirements in order to meet children's needs. Staff have annual appraisals, which identify and prioritise any training needs. Effective systems help to monitor staff practice, thereby enabling them to recognise and improve their own skills. They discuss good childcare practice and devise ways to ensure they provide a consistent approach to meeting the needs of all children.

The managers and staff have a good understanding of the learning and development requirements. The managers monitor children's learning regularly, to ensure staff identify and plan for children's strengths and areas for development. Staff seek specialist support to assist individual children where necessary, for example through speech and language therapists.

Staff work well in partnership with parents; this consistent approach helps children to make good progress in their learning. Parents comment favourably about the setting; they say that staff are very approachable and their children are really happy. The setting works well with the local primary school. This helps to prepare older children with their transition into school. Their new reception class teachers attend the setting, and show photographs

of their classrooms. Staff provide uniforms in the role-play area, to help familiarise children with the clothes they will wear, and display photographs of the school.

The Childcare Register

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	102898
Local authority	Cornwall
Inspection number	839214
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	15
Number of children on roll	30
Name of provider	China Fleet Country Club Limited
Date of previous inspection	10/06/2009
Telephone number	01752 854669

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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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