

# Little Lizards

Landewednack CP School, Beacon Terrace, The Lizard, Helston, Cornwall, TR12 7PB

<b>Inspection date</b>	02/10/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Key persons quickly develop warm and trusting relationships with children, which enable children to quickly feel confident and settle in the nursery.
- There is a very good balance of adult-led and child-initiated activities. Staff are responsive to children's interests and preferences, with the result that children enjoy their learning.
- The staff skilfully extend children's learning by asking appropriate questions and providing good role models.
- The nursery has established good partnerships and works effectively with other agencies to meet children's needs.

### It is not yet outstanding because

- The staff do not always use daily routines to reinforce children's learning and skills, such as counting, calculating and recognising their names.
- Sign language is not routinely used in the setting, to extend children's communication skills and raise their awareness of difference and diversity.

## 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 took account of the views of parents and carers spoken to on the day, and those included in the setting's own parent survey.
- The inspector carried out a joint observation alongside the nominated person.
- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector checked documents relating to the suitability and qualifications of staff.
- The inspector sampled documentation regarding planning and children's progress.

## Inspector

Lynne Bowden

## Full report

### Information about the setting

Little Lizards Children's Centre Day Nursery opened in 2006. The nursery is managed by the Governors of Landewednack County Primary School. It operates in its own purpose-built premises to the rear of the school, in the rural village of The Lizard, in Cornwall. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year, excluding bank holidays. Children share access to a secure, enclosed play area. Children come from surrounding villages in the local area. There are 19 children from two to four years of age on roll. Some children also attend other early years settings. The nursery provides funded nursery education for children aged two, three and four years. It employs five staff. All hold appropriate early years qualifications ranging from level 2 to degree level. The nursery receives support from the local authority.

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

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

- create further opportunities in daily routines to reinforce and develop children's skills and learning in meaningful situations
- embed the routine use of sign language, to support children 's communication skills and raise their awareness of difference and diversity.

### Inspection judgements

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

The educational provision is good. Staff use their own observations of children and information from parents to establish children's starting points and their next steps. Key persons use a development framework to assess each child's level of development and to identify appropriate next steps. This information enables them to provide and plan activities and experiences that interest and engage children, and therefore support and encourage their further development. The good balance of child-initiated and adult-led activities enables children to explore their interests and make discoveries. This gives them a secure understanding and awareness of the world around them. It also enables the staff to observe children's individual interests and how each child learns; they then use this knowledge to promote children's progress.

The staff's skilful interventions stretch children's existing abilities, giving them the incentive and confidence to try new things. For example, young children enjoy climbing to the top of the climbing frame, confident that a member of staff will support them and keep them safe as they attempt to use the fire fighter's pole to descend. Older children

show pride in their ability as they use the equipment independently. Another example is when a member of staff skilfully extends a young child's attempts to draw circles into creating a family portrait. The child's key person joins her and models drawing, joining a circle and a straight line to create a person. When the child hesitantly copies her, the member of staff encourages her to add two eyes, a nose and a mouth, to create a face. Delighted in the picture she has drawn, the child goes on to add more figures, pointing to and referring to her own features and naming the figures as members of her family.

Staff record children's achievements in their learning journals. These include regular summaries of their progress, including written progress reports for two-year-old children. Parents share information about their children's achievements at home, in discussions with staff, to support assessment and planning. The setting's use of the Every Child a Talker programme enables staff to identify, monitor and track the progress of children's speech and language development. This, along with progress records for individual children, enables staff to identify if any children need additional support. In addition, the setting's links with the speech and language service, and employment of a member of staff to support speech and language development, enable them to access appropriate support for children who need additional help.

Staff support children's imaginative play, conversation and understanding of the world around them as they join children in using play dough to create pretend cakes and place them in the toy microwave. Staff encourage children to count how many cakes they have made and talk about how long they will take to cook. Outdoors, children thoroughly enjoy using toy chainsaws and strimmers, confidently explaining what they are doing and how to operate the machines to interested adults. As staff encourage children to use a fishing net to fish for plastic balls in the water play, they remind children how to handle the nets safely and get the children to count their catch.

Staff lead activities that encourage children to listen as they try to identify instruments being played behind a screen. These activities, along with sound and letter activities, support children in their communication and literacy skills. Children begin to recognise their own names as they find their name labels to identify their coat hooks.

At mealtimes, children develop their understanding and awareness of colour as they choose the colour of plates that they want. They use their coordination skills as they happily pour out their drinks of milk or water. However, staff miss this opportunity to encourage children to discuss or calculate how many plates or tumblers are needed at each table, or to recognise their names on placemats, thereby developing and reinforcing these skills in meaningful situations. Staff encourage children to collect and put their belongings away on their arrival and when they leave, so supporting their growing independence.

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

The staff establish warm and caring relationships with their key children and their families. This enables them to get to know the children well and supports young children in quickly

feeling secure and confident in their care. Staff take account of children's levels of development and previous experiences, sensitively supporting them as they begin following the routines and expectations at the nursery. This enables children to behave well and grow in confidence as they explore their surroundings and participate in activities. Staff acknowledge and respect children's feelings and support them in managing them. They encourage children to show concern for and awareness of their friend's feelings. When a child is upset because another child is playing with a toy he wants, staff calmly remind him of the need to share and warmly praise a third child who shows concern for and comforts him.

Children learn about healthy lifestyles. Staff talk with them about the benefits of energetic play and activities. Children learn about the dangers of dirt and germs as they wash their hands before mealtimes, and staff remind them of why they need to throw food away when it falls on the floor. Staff involve children in growing their own food. For example, they grow pumpkins in their vegetable patch, ready for the village harvest fair, and learn how they are used in meals. Children enjoy hot lunches prepared in the school canteen or packed lunches provided from home. The nursery provides nutritious snacks mid-morning and afternoon. Their healthy eating policy provides children with a choice of milk or water to drink at meal times, and staff encourage children to quench their thirst from their individual containers throughout the day.

The choice children have to move between indoor and outdoor play areas for most of the day ensures that they benefit from daily fresh air and exercise. With the wide range of good quality resources readily available, this enables children to freely explore and develop their play. They become familiar with the fire evacuation procedures through their participation in regular drills. When children also attend other childcare provision, staff are proactive in approaching them to share information. The nursery is an integral part of the village school and works closely with the reception teacher, sharing information and supporting children's transitions to her. When children move on to other schools, staff make contact with them and invite reception teachers to visit and observe children in the nursery. These partnerships support children's transitions well. Children's developing skills in all areas of learning, especially self-care, confidence in communicating with adults and their enjoyment of learning, help prepare them well for their future school lives. Staff use sign language to communicate with some children. However, this is not yet routinely used throughout the nursery.

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

The safeguarding and welfare requirements are met well. Checks are carried out on all staff regarding their suitability to work with children. Staff have experience of safeguarding issues, and are confident about making referrals and following local procedures. Regular training takes place to update the staff's knowledge of safeguarding procedures and to increase their knowledge of this subject. Effective risk assessments and safety checks keep children safe on the premises and when on outings. Procedures also cover use of the internet, mobile phones and digital cameras, with online safety training

and information available to help staff and parents keep their children safe.

The management team maintains full first aid cover by ensuring that staff update their training. Written policies and procedures are available to parents and support good practice throughout the setting. The staff at the nursery have close links and partnerships with other agencies, such as the educational psychologist and speech and language therapists. This enables them to identify and meet children's needs well. Staff also develop links with other providers, such as childminders and other daycare settings, sharing information to enable them to provide continuity of care and learning.

Parents and carers value the flexibility of the staff at the setting and comment that the staff go out of their way to help and support them. They are confident that their children are happy and well cared for, and feel well informed about their children's progress and learning.

The staff have a good understanding of their responsibilities in meeting the learning and development requirements. Key persons identify next steps for individual children and through meetings with their colleagues, plan activities to promote these. They monitor individual children's progress towards all the early learning goals. This information is used to monitor the progress of all children across all areas of learning and enables them to identify strengths and weaknesses in the educational programmes. The staff work well together, sharing what they learn on training and supporting each other. Supervision and appraisal systems enable the management team to support staff in their professional development, and to identify and address any difficulties or concerns. Staff use their growing knowledge to develop and improve their practice. They regularly update their self-evaluation and monitor their provision. This demonstrates their commitment to, and capacity for, continuous improvement.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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

<b>Unique reference number</b>	EY333171
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	828213
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Landewednack CP School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01326 290066

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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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