

Trailblazers

Treverbyn Cp School, Stenalees, ST. AUSTELL, Cornwall, PL26 8TL

Inspection date	05/01/2015
Previous inspection date	21/07/2011

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

- The quality of teaching across the nursery is strong. Staff interact well with children, promoting learning and development as they play.
- The staff use effective systems to observe children and assess their individual needs. Staff then plan interesting activities which enable children to make good progress.
- Staff form strong bonds with children, promoting their well-being and enabling them to become confident learners.
- The nursery's leadership team is committed to driving improvement, and staff work together as an effective team. The effective partnership working with the school has a positive impact for all children.
- Good partnerships between staff and parents ensure that parents are well informed about their child's developmental progress.

It is not yet outstanding because

- Staff do not organise routines to extend children's independence and social skills fully.
- Staff do not provide many opportunities for children to see and use signs, numbers and letters in the outdoor area as they play to extend their literacy skills.

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 observed the quality of teaching and the impact this has on children's learning indoors and in the outdoor area.
- The inspector gained the views of parents spoken to on the day.
- The inspector sampled documentation, including children's development records and systems used for planning.
- The inspector conducted several joint observations with the nursery manager.
- The inspector met with management to discuss recruitment and safeguarding procedures and the nursery's self-evaluation.

Inspector

Margaret Baird

Full report

Information about the setting

Trailblazers is run by the statutory body of Treverbyn Academy. It originally opened in 1998 and re-registered in 2001 when it moved into the children's centre building based on Treverbyn Academy site, near St. Austell, in Cornwall. Although the children's centre is no longer located on the site, the nursery retains links with them to support children and families in the area. Children have access to an enclosed area for outdoor play activities. The nursery is open each weekday from 8am until 6pm all year round. There are currently 73 children on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is registered on the Early Years Register. Care is also offered to children aged from three to 11 years although this does not need registration since it falls within the school provision. There are nine members of staff working with the children, eight of whom hold appropriate early years qualifications at National Vocational Qualification level 3. Of these, one member of staff has completed further training to a degree level. The manager holds a qualification at level 4. One member of staff is working towards a qualification at level 3.

What the setting needs to do to improve further

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

- review the organisation of routines such as snack time so that children have more opportunities to extend their social skills and independence
- extend learning opportunities outdoors so that children can see and use signs, letters and numbers as they play.

Inspection judgements

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

The nursery provides a good range of interesting activities to promote children's development across the seven areas of learning. Staff have a good knowledge of how children learn, and use this effectively to help the children develop skills as they play. Outdoors, staff teach very young children to develop physical and creative skills as they enjoy using different sized brushes to paint with water. They encourage them to talk about bigger and smaller brushes, developing mathematical language.

Staff make precise observations as children play, identifying next steps for learning and focusing planning so that the children make good progress. Older children take part in well-planned group activities which enable them to develop good literacy skills. Staff encourage children to identify letters and they make good attempts to write their names,

preparing them well for school. The good opportunities available ensures that children have frequent opportunities to develop writing and creative skills. During the inspection, children were engrossed in a story, making comments about what was happening, and listening to each other. Staff asked open-ended questions skilfully and encouraged and praised children's ideas. As a result, children displayed good levels of communication and language. Indoors, staff make good use of displays including signs, numbers and letters to help children to develop a wide range of skills in mathematics and literacy as they play. Outside, the environment does not support this learning as effectively.

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

The strong attachments staff form with children promotes their emotional well-being and ensures that children feel safe and secure. Staff are caring and always on hand to provide cuddles and reassurance. Effective arrangements are in place to settle new children and support families. Managers ensure staffing arrangements support very young children as they settle and form attachments with staff and each other. Staff are good role models and treat children with care and respect. As a result, children behave well towards each other and share resources amicably as they play.

Managers and staff have a very good understanding of their responsibilities to safeguard children. Staff implement clear policies and procedures so that children are safe and secure. Effective risk assessments are in place, and all staff are vigilant, ensuring that children develop an awareness of how to keep themselves safe as they play. Staff are deployed effectively and have up to date first-aid training to enable them to care for children efficiently to protect their welfare.

Children enjoy eating healthy snacks, and fresh air and exercise every day. Staff promote healthy lifestyles and talk to the children about the importance of being active. The outdoor area has lots of opportunities for children to develop physical skills, and find out about the natural world. Overall, children are encouraged to develop independence and physical skills, such as putting on their own coats when they go outside. Some routines, such as snack time, are not organised fully effectively. This hinders staff in extending the children's opportunities to develop strong self-help skills and reinforce this learning.

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

The manager and staff are committed to providing the children and families with a good quality service. The sharing of good practice and partnership working with the school benefits children and ensures that they are well prepared for future learning. Children's learning and development is thoroughly monitored and assessed and the information is used to identify potential learning needs. Staff work well with outside agencies and share specialist support used in the school to support children. Consequently, children are supported promptly and effectively. Staff work in partnership with parents to ensure that children who speak English as an additional language make good progress. They ensure

that children have opportunities to see, hear and speak their home language as they play. For example, staff provide songs and rhymes, dual language books, and use key words and phrases in other languages.

The manager monitors staff regularly and effectively identifies training needs. Staff share training and develop their practice, which has a positive impact upon children's learning. For example, the manager recruited more staff and ensured that successful strategies are used to settle new children following particular training. Staff understand how to protect children from risks and are fully aware of reporting procedures to follow if they have any concern that a child being harmed.

The manager and staff place a high priority on supporting parents, and ensure that they are well informed about children's development. Contributions about what children are learning at home are valued and parents are involved in target setting for their child's learning. This shared approach to learning has a positive effect on children's well-being and development. Parents and children are consulted about improvements to the nursery, and there are good evaluation systems in place to improve outcomes for children. Parents speak highly of the staff and appreciate their commitment and care towards their children.

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	EY423248
Local authority	Cornwall
Inspection number	822996
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	46
Number of children on roll	73
Name of provider	Treverbyn School Governing Body
Date of previous inspection	21/07/2011
Telephone number	01726 850503

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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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