

# Pathways Nursery and Out of School Club



Parc Eglos School, Parc Eglos, HELSTON, Cornwall, TR13 8UP

## Inspection date

Previous inspection date

19 February 2015

3 March 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Entrance to the school was not secure on the day of the inspection, which meant that, although challenged, an unauthorised person was able to enter areas children use.
- Staff do not consistently meet the learning and development needs of all of children attending during school holidays. This is because they do not tailor activities well enough during these times to meet children's individual learning needs.
- Staff do not ensure they consistently share information with each other to meet children's learning needs.
- An oversight in management means there are inconsistent systems to support those staff working during the school holidays effectively.
- Self-evaluation does not include the nursery's effectiveness during holiday times to help make improvements to staff practice and children's experiences.

### It has the following strengths

- Staff provide a welcoming, well-organised and child-centred environment, which promotes children's sense of belonging.
- Children form a secure attachment to their key person and strong friendships with other children. This helps them to settle and enjoy their time at the provision.
- Children follow the positive examples set by staff and are well mannered, helpful and considerate to others.
- Toys, resources and equipment are stored at children's height in labelled storage units making it easy for children to make independent choices.

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

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure the premises are secure at all times to prevent unauthorised persons from entering areas where children are cared for.
- provide age and stage-appropriate stimulating and challenging learning experiences for all children.
- improve procedures to share information about children's learning needs with practitioners who work during holiday periods, to meet children's needs effectively.

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

- improve systems to monitor staff practice to include those in the holiday club to provide a more consistent approach to practice and children's experiences
- extend self-evaluation systems to include staff practice and children's experiences during holiday times to target key areas to develop.

## **Inspection activities**

- The inspector viewed the premises, toys and equipment.
- The inspector engaged in discussion with children, staff, the holiday club leader and head teacher.
- The inspector took account of parental feedback from recently completed questionnaires.
- The inspector observed interactions between staff and children.
- The inspector and holiday club leader engaged in a joint observation of an activity.

## **Inspector**

Jayne Pascoe

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Although staff understand how children learn and develop, teaching practice is variable across the nursery. During term time, staff plan age and stage-appropriate learning experiences, however, this is not the case during school holidays. Therefore, nursery children who attend during this time do not always benefit from challenging and stimulating learning experiences. For example, children engage in an adult-led activity to make Chinese lanterns, however as it is too difficult for them to do by themselves, staff make the lantern for them, and do not teach children to learn new skills such as how to hold scissors correctly. Assessments of children's learning during term time are effective, but staff do not routinely share this information with holiday club staff. This affects the quality of planning to meet children's individual learning needs successfully. Staff support children well to communicate and express themselves. Children solve problems as they build and construct, and play imaginatively to act out familiar scenarios. They dance and play musical instruments to express themselves freely. Children are confident and sociable, which helps them in their future learning. Positive partnerships with parents promote some consistency in children's learning.

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

Children are happy and settled under the attentive staff care. However, on the day of the inspection a classroom door was left unlocked, which meant that an unauthorised person was able to enter the nursery premises. Children follow appropriate health and hygiene routines and manage their personal care needs well. Staff are positive role models and use age-appropriate methods to manage children's behaviour well. Children initiate whole group play, enjoying musical statues while dancing to favourite songs and playing musical instruments. Children tidy away after their snack and are socially skilled as they negotiate and cooperate to maintain harmonious play.

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

Inconsistent management systems mean that staff do not always apply good quality teaching methods at all times across the provision. This is because leaders and managers place an emphasis on achieving high standards during term time, but do not consider the quality of practice during the school holidays. Therefore, holiday club staff do not benefit from regular input to improve their performance and promote consistency across the nursery. All staff have completed recent safeguarding training and are confident to follow local safeguarding procedures if required. Although systems for monitoring the provision helped managers to address issues from the last inspection, this is not successful to evaluate the effectiveness across all aspects of the nursery, including the holiday sessions. In addition, Ofsted was not notified of a change of manager as required.

## Setting details

<b>Unique reference number</b>	EY374794
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	829396
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	77
<b>Name of provider</b>	Parc Eglos School Governing Body
<b>Date of previous inspection</b>	3 March 2009
<b>Telephone number</b>	01326 555235

Pathways Day Nursery and Out of School Club first opened in 2001 and registered under the governing body of Parc Eglos School in 2008. The nursery operates from Parc Eglos School, close to the centre of Helston, in Cornwall. Under the management of the school, the setting also offers early education and wrap around care to children aged over three years to 11 years. The nursery is in receipt of funding for the provision of free early education for children aged two. The nursery is open each weekday from 7.45am to 6pm for 49 weeks of the year. There are 26 members of staff. The manager is qualified to degree level and most staff hold early years or play work qualifications to level 2 or 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

