

Inspection of Zelda School

Holifield Farm, Bonallack Lane, Helston, Cornwall TR12 6UJ

Inspection date:

11 May 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children excitedly greet their friends and eagerly explore the setting when they arrive. All children, including those with special educational needs and/or disabilities (SEND), make exceptional progress as the environment is extremely well planned and the curriculum brilliantly sequenced. Children seek adventures in the wonderful outside learning space. Three- and four-year-old children quickly become engaged in learning. They show lots of curiosity when planting out the seedlings they have been growing. Knowledgeable adults help the children to recall how to look after the plants. Children are fluent talkers and remind each other that the 'roots need water, but not the leaves as the sun might scorch them if the water gets too hot'.

Children are expertly guided by adults to manage their own risk. Children feel very safe and secure, so feel able to take on new challenges that help them to learn new skills. Three-year-old children learn to independently jump onto a swing. They successfully push themselves from the ground to get the swing moving. Their friends wait safely by the side, cheering them on and celebrating their success. All children behave exceptionally well as they know the routine and what is expected of them. Children show lots of respect towards each other. They support each other kindly with tasks and activities.

What does the early years setting do well and what does it need to do better?

- Knowledgeable adults teach children to understand the world around them. Children have opportunities to watch life cycles. They observe the seasonal changes and study creatures, such as tadpoles and caterpillars. They use magnifying glasses to closely observe the caterpillars. Two-year-old children talk knowledgeably about how many legs caterpillars have and what they need to eat to change into a chrysalis. Older children achieve their learning goals very effectively. They form letters and use recognisable words, creating sentences to write about the life cycle of caterpillars.
- Adults brilliantly develop children's language skills throughout all activities. The routine involves rhymes and songs that help children to understand the seasons. Adults brilliantly extend sentences with older children. They offer new words to younger children, such as 'sculpt' and 'sticky'. Children thoroughly enjoy stories throughout the day. They relate well to them during their play, repeating words and phrases.
- Children develop a great understanding of different cultures. Parents of different nationalities visit to teach the children lullabies and how to cook food from their home country. Three- and four-year-old children discuss how they would get to the countries. Adults encourage them to think about transport. Children suggest bullet trains and boats. They share their knowledge, and adults support them to

think critically by using thought-provoking questions.

- Adults ensure that children are aware of the importance of a healthy lifestyle. Children place their hands on their chests as they breath in to feel air coming in. Adults explain that we need oxygen to live. Children are supported to understand that when they run around, their breathing gets faster. Adults talk to all children about the importance of healthy foods. They offer healthy and nutritious snacks and meals. Children talk about the energy that these foods will give them. Children check the weather through the windows before going outside. They tell the adults that they do not need their waterproofs as the rain has stopped. They show an excellent sense of responsibility and considerable understanding of how to look after themselves.
- The manager and adults have excellent partnerships with parents. They share information regularly at the gate and through termly reports. Children with SEND are particularly well supported. The manager shares strategies with the parents to ensure that everyone is supporting children in a consistent way. The manager has extremely effective working relationships with outside agencies. This ensures that children with SEND have the right support to make excellent progress.
- The management team is incredibly reflective of practice. Managers are sharply focused on ensuring that children make excellent progress. They also ensure that children access a broad range of stimulating and challenging activities. Adults accurately observe and assess children to ensure they are achieving their maximum potential. The management team uses these assessments to adapt resources and training to meet the needs of each group of children. For example, they noticed that some children were not developing their small-muscle skills as effectively as possible. Staff completed training for improving literacy skills. They introduced more climbing and pulling activities, as well as writing opportunities to the outside learning space. The children have made rapid progress since these changes.

Safeguarding

The arrangements for safeguarding are effective.

The management team is extremely focused on ensuring that all staff have an excellent understanding of safeguarding. All staff continuously receive training to keep this knowledge up to date, including the wider issues, such as the 'Prevent' duty. Staff understand their duty to keep children safe and to support their welfare. They support all families extremely well to keep their children healthy and safe. Staff-to-child ratios are kept high to support and supervise children extremely well. The management team implements very clear recruitment procedures, and it continually assesses and supports staff suitability to work with children.

Setting details

Unique reference number	EY389586
Local authority	Cornwall
Inspection number	10062202
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 8
Total number of places	30
Number of children on roll	49
Name of registered person	Zelda School
Registered person unique reference number	RP902611
Telephone number	07855 820 345
Date of previous inspection	16 November 2015

Information about this early years setting

Zelda School registered in 2009. It is situated in Hollifield Farm near Gweek in Cornwall. It is open from Monday to Friday, 9am to 3pm, during term time only. There are 10 staff. Three have qualified teacher status, one has early years professional status, and two have degrees in early childhood education. The setting receives government early years funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sian Bath

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and took that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact this was having on the children's learning.
- The inspector carried out a joint observation of a life cycle activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.

We carried out this inspection 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.

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