

Truro College Day Nursery

Inspection report for early years provision

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Inspection date	12/07/2010
Inspector	Jayne Pascoe

Setting address	Truro College, Chyvelah House, College Road, Truro, Cornwall, TR1 3XX
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Truro College Day Nursery is managed by the governing body of Truro College. It opened in 2003 and operates from a detached, two storey property sited within the college campus. The nursery is situated on the outskirts of the city of Truro, in Cornwall. A maximum of 37 children may attend at any one time. The nursery is open each weekday from 8.00am until 6.00pm, for 51 weeks of the year. All children share access to a secure enclosed play area.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports the children of college students, staff and members of the general public, who come from a wide geographical area. There are currently 57 children on roll who are in the early years age group; some are in part-time places. The nursery supports children who speak English as an additional language.

There are 15 members of staff, all of whom hold appropriate early years qualifications to at least NVQ at level 2. Two members of staff have recently achieved Early Years Professional Status. There is one member of staff who is currently completing an Early Childhood Studies degree. The setting also employs a qualified early years teacher. The nursery provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery staff team demonstrate a good knowledge and understanding of the Early Years Foundation Stage and are successful in meeting children's individual needs. They have established positive relationships with parents and share good levels of information through a variety of appropriate methods. They actively seek and welcome support and advice from the local authority. The manager has recently identified suitable systems to monitor and evaluate the quality of the provision and intends to implement this in order to drive continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consider the use of the premises, specifically the suitability of the baby room which is situated on the first floor, in order to enable all children free access to the outdoor play areas and to ensure a swift and safe evacuation of children from the premises in the event of an emergency
- implement the recently identified systems for self-evaluation in order to drive continuous improvement.

The effectiveness of leadership and management of the early years provision

Staff are effective in their ability to safeguard the children in their care. Written risk assessments are regularly reviewed and updated. Daily visual checks are completed prior to children attending. The premises are kept secure, visitors are monitored and children are closely supervised at all times. Robust systems are in place to ensure adults working directly with children are checked for their suitability. Staff are competent in their ability to identify, record and report any child protection concerns and a designated member of staff ensures that Local Safeguarding Children Board procedures are followed, in the event of concerns being raised. The manager is highly committed, enthusiastic and professional. She has worked hard to raise standards and is supported by a dedicated staff team, who are competent in their role and responsibilities. Staff are well qualified and show a commitment to continually enhancing their professional development through attendance of further relevant training courses.

Staff work closely with parents to obtain and share useful levels of information regarding children's individual needs, preferences and abilities. A key person system works effectively in providing parents with a point of contact for information sharing each day. The nursery have begun to establish links with other early years providers in order to maintain continuity of care and cohesive learning experiences for those children who also attend another setting. A suitable range of written policies and procedures, which are currently under review, are readily available and notice boards contain additional information. Staff have developed effective systems for the assessment of children's progress. Individual learning journals contain a good range of evidence of children's achievements, which are regularly shared and celebrated with the child and their parents. Specific 'next steps' are realistic and achievable and are effectively linked to future planning. As staff know children and their family very well, they are able to provide an inclusive environment for all the children attending. Children's differing cultures, beliefs and abilities are identified, respected and valued.

Older children are cared for on the ground floor of the two storey building. They benefit from an enabling environment with free access to the outdoor play area. Throughout the nursery, the toys, resources and equipment are stored in low level, clearly labelled storage units. As a result, toddlers and older children are rapidly developing their increasing levels of independence and sense of belonging. Babies are provided with a good range of interesting and appropriate toys from which to freely select. The very youngest children are cared for on the first floor of the building and as a result, staff must negotiate a steep flight of stairs while carrying the babies in order to access the outdoors and when practising regular emergency evacuation procedures. This is fully recognised by staff as an area of concern and is currently managed as well as can be expected. However, further consideration is to be given to the use of the premises in order to attempt to improve accessibility and enhance safety procedures for younger children. The manager has recently identified the need to introduce systems with which to formally monitor nursery practice, in order to maintain high standards for the range of children attending the setting. Nursery documentation is very well organised and made readily

available for inspection. Children's records are stored securely, updated regularly and shared appropriately with parents. Confidentiality is respected and maintained.

The quality and standards of the early years provision and outcomes for children

Children have established strong and positive relationships with adults and other children. They move confidently within the setting in the knowledge that adults are monitoring their safety and security. Through discussion with adults, children are developing a good understanding of the importance of maintaining their own safety. Children are also developing a good awareness of the importance of maintaining their own health as they talk with staff about the benefits of hand washing and eating healthy and nutritious foods. Children enjoy fresh air and physical exercise each day and are beginning to recognise the positive impact that these good practices have on their growth and development. Children's unique qualities are identified and respected. Staff ensure that children receive good opportunities to learn about their own cultures and beliefs and develop a respect for those of others. Children routinely recycle as they collect waste materials to use for junk modelling. They grow fruit and vegetables in the nursery garden. Children have free access to computer equipment and are competent in their use of age appropriate programmes.

Older children are very confident and demonstrate good levels of independence as they select favourite toys and initiate play with their friends. They move freely indoors and out, choosing what to do as and when they wish. Children are helpful, polite and very well behaved. Staff are positive role models and they set good examples to the children. Daily routines enable children to benefit from gathering together to share personal experiences and for older children to role model for the younger children. Older children chat to one another and to adults confidently. They are developing good language skills. Babies and toddlers are able to express their needs effectively through body language, facial expression and sounds. Older children scribe freely and competently to create pictures and form some letter shapes. They understand that writing is used as a method of communication. Their written work is valued and displayed prominently on the nursery walls for all to admire. Some children have made their own books and others have dictated their story to adults, who write it down so that children can revisit it to enjoy again and again. Babies enjoy sharing picture books with an adult before they have their lunch.

Children are very able when building and constructing. They make vehicles and towers using a range of different sizes and shapes. They follow suggested designs and also invent their own creations. Children manipulate play dough into different shapes, divide into several pieces and then join it together again. They share out their fruit at snack time. Older children have developed a good ability to cooperate and negotiate successfully in order to maintain harmonious play. Babies benefit from suitable puzzles and shape sorters and receive appropriate levels of adult support. Children use a good range of resources which depict positive images of the range of people in the local community and the wider world. Younger children particularly enjoy sensory play with sand, stones, shells, pine cones and bark

chippings. Children print, paint and make collages and models to express themselves creatively. They enjoy role play and older children are able to initiate and sustain imaginative play for significant periods of time. Older children are actively involved in making suggestions for future use of the role play area and have suggested a café and garage. They have free use of the outdoor play area and make good use of the different areas to enhance learning and physical skills. They cycle, climb, play with footballs, explore the garden plants and feed the birds. Overall, children are making good levels of progress in their learning and development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met