

Marazion Children's Centre

Inspection report for early years provision

Unique reference number EY333877
Inspection date 09/03/2009
Inspector Ronald Hall

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the setting

Marazion Children's Centre opened in 2006 and operates in a purpose built facility to the rear of Marazion Primary School. It is linked to and works with two other children's centres at St Hilary and St Erth, and the Early Years provision of the school. The centre is open each weekday for 50 weeks of the year from 08:30 until 16:30.

The setting is on the Early Years, compulsory Childcare and voluntary Childcare Registers. A maximum of 26 children may attend at any one time. There are currently 40 children aged from six months to under five years on roll. The provision is in receipt of Early Years Education funding.

The setting has access for those with disabilities. The setting is run by The Pre-school Learning Alliance National Executive Committee. The nursery employs ten staff all of whom have early years qualifications. Qualified teachers from Sure-Start and the local authority advisory service support them.

Overall effectiveness of the early years provision

Overall the quality of the provision in Marazion Children's Centre is a good. The purpose built facilities and highly qualified staff combine to create an environment where children's welfare, safety and learning are paramount. The centre meets the needs of all children and is fully inclusive. There is good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the use of the assessment, recording and planning systems to inform future learning
- develop further staff's use of open ended questions to extend learning

The leadership and management of the early years provision

Leadership and management have ensured good progress since the last inspection. Monthly team meetings have created an ethos of improvement and staff development. The need to adapt the generic policies to suit the specific requirements of the provision has been recognised. Self-evaluation is good and the provision leader has a clear understanding of the strengths and weaknesses of the centre.

All documentation and safeguarding procedures are in place. Registers are carefully and accurately completed. The children's welfare is paramount and all staff are fully trained in child protection procedures and safeguarding. Staff ensure

children are safe and the premises secure. Planning takes into account children's enjoyment and activities are based on their interests.

Parents are very supportive of the staff and provision, and feel part of their children's education. Parents have been informed, through initial entry documentation, about all procedures for emergencies and how to make a complaint. Children's progress is reported via informal and formal meetings on daily and at least termly meetings. Parental forums have also involved the parents in the running of the facility, resulting in longer hours, improved planning documentation and greater access to that planning.

The setting works effectively with other Early Years providers, including the school, using their expertise to enhance the quality of learning in the centre. Close links have also been forged with other educational specialists to help.

The quality and standards of the early years provision

Children enjoy being in the centre and the relationships built up between the staff and children help to enhance learning. From the moment they enter the provision the children experience a wide range of activities. They enjoy construction activities, looking at and listening to staff read books and stories and generally socialising with each other.

The environment itself provides a rich source of stimulus and children constantly look at and discuss the pictures, numbers, letters and other posters around the room. As a result of these experiences children's economic well-being is well promoted. The various areas provide children of all ages with imaginative stimuli. The displays demonstrate that children experience other cultures and have an understanding of the wider world. Children happily play with musical instruments, making a range of rhythms and differing sounds. Several children happily completed a fruit jigsaw before engaging in a discussion with an adult about numbers, their shape, meanings and sequences. Staff planning ensures all activities are based within children's interests and so enjoyment and pleasure in learning are always present. Planning is developed to cover all areas of the Every Child Matters agenda and the whole of the Early Years programme. Assessment, planning and recording systems are a priority and the leadership is aware of the need to improve these to inform future learning. Although in its infancy, key workers have been delegated the task of planning for their key children.

Outside children engage in physical activity with zest, clambering over the climbing frame and sliding down the slide repeatedly. Other children experiment with a range of jugs, pots, tubing and other toys, pouring water into the tubing and watching what happens when they raise and lower the ends. In all activities children of all ages are engaged and share and socialise extremely well. The children's social and sharing skills are outstanding and they support and encourage each other in all their activities.

Staff intervention aids children's learning as they discuss activities, develop ideas and encourage the children. Staff communication skills to enhance learning vary in

quality, however, where staff use this effectively, children learn at a greater rate.

Children take pride in their ability to be independent and staff encourage these skills by giving children the opportunity to tidy up their activities, take responsibility for organising areas and helping others. These all contribute towards developing the children's good contribution to the community. Lunch and snack times provide good opportunities for staff to enhance the children's understanding of healthy eating. Children are aware of the reasons for personal hygiene and keeping safe. They happily explain what they have to do when the alarm sounds and have a good basic understanding of how to stay safe.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.