

The Truro Child Development Centre

Inspection report for early years provision

Unique reference number EY387365
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Inspector Nicola Jayne Pascoe

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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 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.

Description of the setting

The Truro Child Development Centre is overseen by a management group. It is an early years setting which provides pre-school care, education and assessment for children. It is jointly funded by the local education authority and the health authority. It opened in 1972 and registered with Ofsted in 2008. It operates from a fully accessible, purpose built and self-contained building, which has shared use alongside other health professionals. Children use two spacious classrooms, a larger playroom and a small classroom. It is situated at the Royal Cornwall Hospital in Truro, Cornwall. A secure area is used for outdoor play activities. The setting is open each weekday from 09:15 until 15:15, during term time only. A maximum of 12 children aged from birth to five years may attend the setting at any one time.

There are currently 36 children attending who are within the early years age group. Children come from the local and surrounding areas. Some also attend other early years settings. The provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

There are eight members of staff including a clerical assistant. There are three qualified teachers and four nursery nurses, who are all qualified to a level 3.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The staff team are committed to the principles of the Early Years Foundation Stage (EYFS) and are skilful and experienced in their ability to safeguard children and to promote their welfare and learning at all times. The nursery provides a fully inclusive environment, in which children's unique qualities are identified and respected. The extremely positive partnership with parents, other providers of the EYFS and early years professionals is a particular strength, which ensures that each child's individual and specific needs are successfully met. The nursery has developed very effective systems for monitoring and evaluating their practice, in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing a suitable range of visual aids which promote a positive awareness and understanding of people's differences.

The leadership and management of the early years provision

The excellent leadership of this nursery unit has ensured that the dedicated staff team are working highly effectively to meet the requirements of the EYFS. Children

benefit from being cared for by a well qualified, experienced and enthusiastic staff team, who welcome support and advice from other early years professionals in order to enhance their provision further. Appropriate procedures are followed to ensure that staff working directly with children are checked for ongoing suitability. Staff recognise the importance of partnership working to successfully support the children in their care. They ensure that all those who are involved in promoting the welfare and educational needs of the children attending are fully included. As a result, they provide exceptionally high standards of care and opportunities for learning, which are tailored to the specific needs of each child attending. There is a very strong emphasis on ensuring that they achieve a fully inclusive environment in which every child matters.

Staff ensure that children participate in regular, planned activities to develop their knowledge and understanding of the local community and wider world, but there are very few visual aids available at child height to promote a positive awareness of people's differences. Excellent systems are in place for the assessment of children's progress, as useful and informative observations influence future planning, in order to provide appropriately challenging and enjoyable opportunities for each child to make progress. Individual 'learning journals' are shared regularly with parents, in order to identify and agree appropriate 'next steps' for children's learning and development.

Children are effectively safeguarded by the competent and knowledgeable staff team, who follow clear and concise written procedures to maintain consistent and effective practice. Children's increasing levels of independence are successfully promoted, as the organisation of resources has been carefully considered to enable children free access to favourite toys and equipment as and when they wish. High adult:child ratios are maintained and as a result, children receive high levels of adult support at all times. Staff are committed to attending further training in order to further enhance their knowledge and skills and to maintain continuous improvement in their practice. Adults are very good role models who promote high standards of behaviour.

The purpose built premises are very well organised to provide safe, secure and comfortable areas, in which children can rest and play. Staff plan to ensure excellent use is made of both the indoor and outdoor learning environment. Children are familiar with the emergency evacuation procedures, as these are practised regularly to develop their confidence in calmly and quickly exiting the premises. Documentation is stored securely, updated regularly and shared appropriately with parents. Confidentiality is respected and maintained. The provision is exceptionally well organised and staff are competent and confident in their role and responsibilities. As a result, the nursery is highly effective, operates smoothly and maintains exceptionally high standards for the children attending.

The quality and standards of the early years provision

Children enjoy a broad and balanced curriculum, which is heavily influenced by their own ideas and suggestions. Staff know children exceptionally well, recognising, valuing and respecting their unique qualities. A particular strength of

this nursery is the very positive relationships which have been established between staff, children, parents and carers. As a result, the setting has achieved an exceptionally friendly, welcoming and comfortable atmosphere, where staff, parents and children appear to be one big happy family. Children follow very familiar daily routines which are effective in promoting their sense of security and awareness of the passing of time. They are also actively involved in tidying away and taking pride in their environment, which enhances their sense of belonging. Children welcome each other at whole group time, they sing a song together and use a microphone to say 'hello' to everyone in turn. Adults are exceptionally skilful in promoting children's speech and language development, using a range of interesting and appropriate methods such as gestures, singing, facial expression and sounding-out words. As a result, there is very enthusiastic two-way communication occurring at all times and excellent levels of interaction between the adults and children are maintained. All children confidently sign as an additional form of communication.

Children are grouped appropriately according to ability, needs and interests. They are encouraged to participate in activities individually, alongside others and as a whole group. Children demonstrate a very good ability to share, take turns and cooperate when they use the computer. There are excellent opportunities for children to develop their imaginative play, through activities based on their own interests and ideas. For example, children thoroughly enjoy building a 'pirate ship', using large wooden construction blocks, large cardboard boxes and tubes. They have use of a 'treasure chest' and other props to enhance this play further. Children listen very attentively to a familiar 'pirate' story book with accompanying tape, during the whole group session time. This successfully provides another dimension to their activity and is appropriately extended to provide children with additional and sufficient levels of challenge. All children demonstrate exceptionally good levels of concentration, particularly during whole group activities. A 'traffic light' system is used very well to show children when activities are about to begin, are almost ready to finish and when they have finished. As a result, children are comfortable in the knowledge of what is expected of them and of what is going to happen next. Children benefit from free access to a broad and balanced range of creative activities such as role play, painting, printing, cutting and gluing. Their wonderful creations are displayed attractively for all to admire. Older children identify their written name and place it beside their photograph at group registration time and they use a 'choosing board', which enables them to consider and decide what they will do next. As a result, they are developing a sense of responsibility and self-worth. Individual 'learning journals' are used very effectively to gather evidence of children's progress and these are discussed regularly with parents. As a result, children's achievements are valued, celebrated and shared appropriately with others.

Younger children enthusiastically join in with a favourite story tape and are encouraged to predict what will happen next. They are able to communicate their interpretation of the music through use of a self-chosen musical instrument, which they play happily either with or without adult support depending on individual ability. All children enjoy daily free access to the outdoor learning environment, which is used extremely well to promote physical development as they run, climb, ride or slide on large play equipment. They also use the outdoors to satisfy their

curiosity, as they explore and investigate the natural world, participating in planned, adult-led activities to develop their understanding of growth and change. Children's problem solving, numeracy and reasoning skills are developing well, as they discuss positioning and direction, using terms such as 'above', 'under', 'over', 'on top of' and 'below'. They are using basic subtraction, as they talk about how many legs an octopus has and decide that if you cut one off there will only be seven left. Children are competent users of the computer and enjoy appropriate programmes to promote numeral recognition and associated number sounds. Some older children recognise shapes and correctly describe their half of a piece of toast, enjoyed at snack time, as a rectangle. There is a strong focus on the promotion of children's essential social skills to increase their levels of independence and encourage confident decision making. Staff recognise the importance of enabling children to establish these vital skills before the transition into school life. As a result, children are developing confidence in their own capabilities.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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