

Polperro Nursery

Polperro Cp School, Brentfields, LOOE, Cornwall, PL13 2JJ

Inspection date	04/11/2014
Previous inspection date	20/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a good knowledge of the Early Years Foundation Stage and provide effective support to children's learning and development.
- The well-equipped nursery provides a stimulating learning environment where children have fun as they learn.
- Children are happy and enjoy being at the nursery. They develop positive attitudes and behave well.
- The staff and committee reflect on their effectiveness and strive for continuous improvements, to benefit children.

It is not yet outstanding because

- Staff do not always involve children in the planning and preparation of adult-led activities, or offer them choices in what they do, to extend and enhance learning opportunities.
- Staff do not always encourage children to copy letters or try writing their own names to label their pictures.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in their play activities, indoors and outside.
- The inspector held discussions with the manager, staff and parents.
- The inspector undertook a joint observation with the manager.
- The inspector looked at a sample of children's development records.
- The inspector took account of the nursery's self-evaluation process and current plans for improvement.

Inspector

Julie Wright

Full report

Information about the setting

Polperro Nursery is a committee run group. It has been established for over 40 years and re-registered at these premises in 2009. It operates from the Extended Services room at Polperro Community Primary School. The nursery has close links with the school. An enclosed area is available for outdoor play activities. The nursery is open each weekday from 9am until 3.30pm, Monday to Friday in term time. It is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently, there are 13 early years age children on roll. The nursery receives early education funding to provide free places for children aged two, three and four-years. The nursery supports children who learn English as an additional language. There are four members of staff in total, who are all qualified to level 3. The manager has a degree level qualification in teaching and learning.

What the setting needs to do to improve further

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

- improve the organisation of all adult-led activities, to involve children more in setting them up and offer children more choices in what they take part in
- increase opportunities for children to learn and practise writing their names.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children benefit from a good programme of educational activities that promote their interest and all areas of development. Staff demonstrate effective teaching skills to challenge children and help them make good progress. For example, staff ask children questions to check their understanding and to encourage them to work things out. Visual aids and resources are meaningful to children and support their developing communication skills. For instance, staff made good use of pictures and a special puppet to engage children's interest. At circle time, they all sang a merry greeting song and talked about the day of the week, season and weather. Children listened and took turns to speak, which showed their ability to cooperate well in a group. They related to the puppet, which staff used well to help children understand and to prompt interactions. Support to children's communication and language development is good. Staff organise specific activities to promote children's listening, speaking and attention skills, which contribute towards children being ready for school. Children learn about letters and sounds and take part in rhyming games. They listen carefully to stories and afterwards, recall characters, words and sequence of events. Children enjoy the repetition and show they remember.

Throughout the session, staff incorporate the use of Makaton signs to promote inclusion. Children are keen to copy and learn, so the signing helps them all with their communication.

The daily routines help children to understand the order of the day and to cooperate. There are various times for free-play and group activities. For example, children arrive and make independent decisions about where they want to play. It is a well-resourced room, offering children plenty of choice from accessible toys and equipment. Wall displays include numbers, letters and children's creativity, although labels do not always reflect children's own writing skills. Staff do not always encourage children to copy letters or try writing their own names to label their pictures. Staff join in activities to support children, such as to play matching pairs and to do marble painting.

Children mostly respond well to staff instructions and understand when it is time for a group activity. However, on occasion, not all children are keen or ready to do a specific adult-led activity. Staff do not provide alternative activities, for example, for those that wish to continue playing indoors. Staff take all children onto the school field for a nature session each week. They provide resources, such as clear pots with lids, so that children can collect insects. However, staff did not involve children in the planning and preparation to extend the learning opportunities and consider what they might need. Children listened to staff as they suggested where to look for small world creatures. They collected worms, spiders and woodlice, which they were proud to show to others.

The pre-school has close links with the school, which enables staff to prepare children to move on. For example, children use the school field and go to special assemblies, so they become familiar with the premises. Staff work with foundation stage teachers to share relevant information about children's learning and development. Clear observation, assessment and planning procedures enable staff to track children's individual progress well. They complete assessment summaries, including the required progress check for two-year-old children. Parents contribute to these procedures and receive regular information about children's activities and events. Staff involve parents in children's learning through the Show and Tell activities and the book-borrowing scheme. This helps parents to support and extend their children's learning at home.

The contribution of the early years provision to the well-being of children

Staff are good role-models for children and manage behaviour in a positive way. Consequently, children behave well, are polite and demonstrate a clear understanding of the age-appropriate rules. For example, children said 'I am using my walking feet' as they went across the room, showing they understand not to run indoors. They sing please and thank-you songs, which helps them to remember to use their manners. Children learn to take responsibility in their play and show a good understanding of sharing. For instance, children asked staff for a sand timer so they could negotiate taking turns between themselves. Children show confidence and competence as they move around. They are happy in the pre-school and have warm relationships with staff, so they feel secure. Staff plan specific topics to support children's learning and development, such as All About Me.

They provide mirrors so children can study and talk about their faces, which is an effective teaching aid for children to learn about their differences and similarities. Children learn about themselves and like to paint and draw figures. They demonstrate their learning by adding facial features to their pictures with clear detail. Staff promote children's mathematical development effectively in play and all activities. For example, they encourage children to count, add and work out how many more, in preparation for snack time.

Children and staff sit together at meal times and have lively conversations. There is a pleasant, social atmosphere as children recall what they have been doing and eagerly talk about familiar things. Staff are aware of children's dietary requirements and promote healthy eating. Children learn about different foods and about how things grow, in a variety of activities. For instance, they take part in weekly cooking activities, where they measure ingredients, make comparisons and observe processes. They plant vegetables, herbs and flowers outside, which they talk about, touch, smell and taste. These activities build on children's learning experiences and promote their development well.

Children benefit from outdoor play at every session. Staff enable children to practise physical skills, use their imaginations and to experience a variety of play materials. They are resourceful and continuously develop play opportunities for children. For example, staff have re-designed a storage facility to create a role-play area. This currently reflects a garden centre for pretend play and was popular with children in the summer as a beach caf.

The effectiveness of the leadership and management of the early years provision

Staff and committee members work well together to provide a safe and stimulating provision for children. They are clear about their roles and responsibilities and have a good knowledge of the Early Years Foundation Stage. Staff supervision and support systems are robust, which makes an effective contribution in staff development. Clear vetting and recruitment procedures are in place to check that persons working with children are suitable. Staff are conscientious about safety and supervise children well. They take effective steps to protect children's health, safety and well-being. For example, staff wear disposable aprons and gloves at appropriate times to prevent the spread of infection. Premises are secure and staff conduct regular safety checks, to minimise risks to children. Staff have a secure knowledge of the Local Safeguarding Children Board procedures, to protect children's welfare.

Staff include parents and children in their self-evaluation procedures to help monitor effectiveness. They provide a comments box and regular questionnaires to seek parents' views. Parents write that 'it is a lovely nursery', they are 'extremely happy' and that children 'look forward to going'. Children's comments include that they 'like playing outside', 'painting and making things' and 'playing in the water'. At inspection, parents and grandparents provide positive feedback about the pre-school. They describe good relationships with staff and clearly appreciate the pre-school provision. Staff complete

training courses to support their professional development. Examples of these include child protection, first aid, food hygiene, behaviour management and early years language development. Staff reflect on and evaluate their learning to secure improvements in practice. For example, they have extended the activities in the communication and language programme, improving children's communication skills. Staff work in partnership with an early years advisor as part of their ongoing development. This helps them to refine their assessment procedures so they can carefully monitor and track children's progress. Staff review the lay-out of the room and move resources around so that children gain full benefit as they play and learn. For instance, they re-positioned the sand-tray to improve use of space and enable children to stand at each side. This works well so children have more room to play alongside their friends. Staff have sound plans for further development, including taking part in a nutrition scheme and an early years health project to improve children's healthy lifestyles further.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY394466
Local authority	Cornwall
Inspection number	830585
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	23
Number of children on roll	13
Name of provider	Polperro Nursery
Date of previous inspection	20/10/2009
Telephone number	07854703166

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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