

# Marazion Childcare Centre

School Lane, Marazion, Cornwall, TR17 0DG

<b>Inspection date</b>	20/11/2014
Previous inspection date	09/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- The attention and reassurance staff give to young and new children enables each child to quickly feel safe and secure in the setting and begin participating in activities with their friends.
- Staff are very responsive to children's preferences and wishes, and use their interests well to engage children in activities to develop their learning and help them to make good progress.
- Staff develop effective relationships with parents and any other agencies involved with children; this enables all to work together to meet children's needs well.

### It is not yet outstanding because

- The older children are not always able to practise and enhance their independence skills in meaningful ways and, less confident or communicative children cannot always fully express their wishes about what they want to do.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documentation regarding planning and children's progress.
- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector checked documents relating to the suitability and qualifications of staff.

## Inspector

Lynne Bowden

## Full report

### Information about the setting

Marazion Childcare Centre registered in 2006 and operates from purpose-built premises in the grounds of Marazion school, in Marazion, Cornwall. It is linked to St Erth Children's Centre and the early years provision of the school. The setting is run by the Pre-School Learning Alliance National Executive Committee. It is open each weekday for 50 weeks of the year from 8:30 am until 4:30 pm. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 44 children on roll in the early years age group. The setting is in receipt of funding for the provision of free early education for two-year-olds. The setting supports children who have special educational needs and/or disabilities, and children who speak English as an additional language. The setting employs eight childcare staff. The manager and deputy hold Early Years Professional Status and Early Years Teacher Status; the remaining six staff hold qualifications at level 3.

### What the setting needs to do to improve further

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

- promote children's independence further by enabling older children to practise their skills, and increase use of pictures to enable young children to express their choices.

### Inspection judgements

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

The educational programmes provided for the children are good. Staff use their observations and information from parents to quickly establish children's starting points and next steps for learning. Key persons use their knowledge of individual children's interests to plan and provide a wide variety of activities to teach and engage children and support their learning. The staff's good use of planning enables them to support all children effectively to make good progress across all areas of learning.

Children's learning journals include records of their achievements and contributions from parents. Records show that staff meet regularly with parents. They share summaries of children's progress with them, along with suggestions on how parents can support their child's learning further at home. These include written progress reports for two-year-old children. Staff use these progress records to support them in identifying any children in need of additional support. The staff work closely with parents and other agencies to access support and meet the needs of these children. The setting has close links with the local school, preparing children for their future moves to school. The staff's good use of sign language as a means of non-verbal communication supports and enhances children's emerging speech and communication skills. However, some of the very young children

sometimes lack opportunities to express their preferences, for example by being able to select or point to pictures of activities or resources that want to play with.

The provision of appropriate resources and enthusiastic encouragement by staff supports children in their imaginative play. During the inspection, this led to one group of children using cornflour as they pretended to make cakes in their kitchen area. Another group mixed the flour and water to create a wintry environment for their ice dinosaurs. The staff sensitively extended children's play by encouraging them to create shapes and letters in the flour.

Children become familiar with their own and their friends' names, developing good literacy skills. This is because they self-register, collecting their name labels on arrival and, with support from staff, find their names at the table before sitting down for their meals. Staff encourage children's interest in books as they enjoy looking at large books with them and talk about the pictures and initial sounds and letters of words featured. These abilities and understanding of the importance of writing equip children well for their future literacy and writing development.

Staff teach children to listen, observe and follow rules as children enjoy playing games such as sound lotto and a memory game with their friends. This supports children in showing consideration for their friends as they take turns. Staff support children in developing their coordination as they encourage them to use scissors and thread reels on to string. Outdoors staff encourage children to build with large blocks and use balance equipment. This helps children develop their strength, balance and confidence.

Children learn about different shapes and sizes through their use of construction toys and jigsaw puzzles. Staff encourage them to use mathematical language with confidence as they compare the different lengths of string and count up toys, pieces of fruit and pretend candles on imaginary cakes.

Staff encourage children's independence as they remind children how to turn a CD player on and play their favourite song. However, when staff pour drinks out for children at mealtimes, they miss some opportunities to enable children to practise and develop their independence skills.

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

The friendly and warm atmosphere at the setting is a result of the effective relationships staff develop with children and their families. Staff reassure and comfort new children. They use their knowledge of these children to make the setting welcoming. This, along with the attention key persons give them, enables children to settle in quickly and enjoy playing alongside their friends.

The staff use visual resources such as a traffic-light system to indicate when activities are drawing to a close. This supports children in behaving well as they know what to expect. Staff encourage children to use sign language to support their communication and

promote inclusion. They also teach children about a variety of customs and cultures to increase children's awareness of difference and diversity in the world around them.

Staff teach children healthy lifestyles. The staff sensitively support and encourage children during toilet training to help them to develop their personal care skills. They remind children of when and why they need to wash their hands. Children learn about the benefits of different foods as part of a healthy diet during mealtime discussions. Staff provide parents with information about healthy packed lunches and provide nutritious snacks mid-morning and afternoon. Children also have the option of hot school dinners. Drinking water is readily available throughout the day. Children benefit from daily fresh air and exercise through their daily access to the outdoors, helping them to extend their physical development.

Staff teach children about fire safety and children become familiar with the fire evacuation procedures through their participation in regular drills. These activities support children in keeping themselves and their friends safe.

There are excellent links with the host school. Children visit the school library each week in their final year at the setting. They become familiar with the school environment and meet with the reception teacher. This prepares children for their transitions into the reception class. Children's developing skills in all areas of learning, and especially communication and personal, social and emotional development, prepare children positively for their future education.

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

Safeguarding and welfare requirements are met well. All staff have had checks carried out regarding their suitability to work with children. They conscientiously control access to the premises, checking the identity of any visitors. The staff carry out regular risk assessments and checks on the premises and equipment to ensure that they remain safe for children to protect their welfare. The staff monitor accident records, on the alert for any emerging patterns of risk to enable them to take action to safeguard children. Staff have a very good understanding and awareness of safeguarding and child protection procedures. They work effectively with other agencies and parents to safeguard children. All staff are able to deal with any accidents appropriately, because they all have current first-aid training.

Written policies and procedures are available to parents and staff follow these to support good practice throughout the setting. Effective relationships and partnerships with parents and other agencies enable all to meet children's needs well. Parents and carers value the relationships that they have with staff. They feel well informed about their children's learning and development and are pleased with the progress their children make. They are confident that their children are happy and well cared for.

Staff have a good understanding of their responsibilities in meeting the learning and development requirements. Staff closely monitor children's progress towards all the early

learning goals through conducting regular observations and writing progress summaries. Key persons use their knowledge of individual children to plan activities which interest them and support the children in meeting their next step for learning. Regular planning meetings ensure that all staff are aware of this information and overall planning meets each child's needs. The management team monitors the progress of all children. They use this information efficiently to identify strengths and weaknesses in the educational programmes. They also use this information, along with feedback from staff, parents and children to evaluate their effectiveness and quality of their provision. They seek advice from other professionals and take steps to improve their knowledge and practice. This demonstrates their commitment to, and capacity for, continuous improvement.

### **The Childcare Register**

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

The requirements for the voluntary 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

<b>Unique reference number</b>	EY333877
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	828234
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	09/03/2009
<b>Telephone number</b>	01736 711125

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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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Piccadilly Gate  
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