

The Growing & Knowing Preschool

15 Chariot Road, Illogan Highway, REDRUTH, TR15 3LG

Inspection date	10/11/2014
Previous inspection date	13/01/2009

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Highly effective partnerships with parents and other professionals are a strength of the setting's practice. This results in all working closely together to support and promote children's progress and development.
- The individualised education programmes ensure that all staff work extremely effectively to promote each child's progress, and early interventions are made to provide additional support and challenge.
- The management's focused and structured support for staff and their personal development reinforces and strengthens the enthusiasm and commitment of the team.
- Children demonstrate high levels of emotional security, due to the well-developed key person system and strength of relationships at all levels.

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 and carers spoken to on the day and included in the setting's own parent survey.
- The inspector carried out a joint observation alongside the owner/manager.
- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector held discussions with the provider and staff, and sampled documentation regarding planning and children's progress.
- The inspector checked documents relating to the suitability and qualifications of staff.

Inspector

Lynne Bowden

Full report

Information about the setting

Growing and Knowing Pre-School is a privately-run setting. It opened in 2008, and operates from its own detached premises to the rear of the Link Into Learning Centre in Illogan Highway, between the Cornish towns of Redruth and Camborne. The setting is open each weekday from 7am until 6pm all year round. All children share access to a secure, enclosed play area. The premises are fully accessible to all users. There are currently 86 children attending who are in the early years age group. The setting also offers care to children aged over five years in the school holidays. In addition to the Early Years Register, the setting is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The owner manages the setting. There are 10 childcare practitioners in total; of these, most hold appropriate early years qualifications from level 2 up to Early Years Professional Status. The setting receives support from the local authority and Trevu SureStart.

What the setting needs to do to improve further

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

- provide clearly defined floor space for some floor activities, to reduce occasional instances of conflict.

Inspection judgements

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

Staff provide an excellent, well-balanced educational programme, with superb teaching. This enables children to make outstanding progress in their learning. The staff are extremely knowledgeable about individual children. This is because key persons conscientiously complete comprehensive observations and records of children's activities and progress. They are highly committed and work diligently to engage all parents in planning for and supporting their children's learning. This gives all involved a complete picture of each child. Frequent assessments, including use of the Every Child a Talker programme, enable the staff to accurately identify and monitor each child's progress. They use this information to meticulously plan a programme of activities to promote and consolidate each child's next steps. These assessments also enable staff to identify children who need additional support in their learning, or further challenge and extension.

The setting has highly effective partnerships with other agencies and parents, enabling all to provide consistent support for children with additional needs. The detailed individual planning is readily accessible to all staff. This ensures that they are all aware of the learning intentions of each planned activity and the next steps for every child in their care.

The excellent rapport that staff establish with parents enables them to support them in consolidating and supporting children's learning and development at home. For example, staff have informed parents about the traffic light and picture exchange system, which they use at the setting to support communication and positive behaviour. With this information, parents are able to reinforce and provide continuity of care and learning. Parents enthusiastically engage in activities with their children at home and report back on their children's achievement. The setting keeps parents very well informed about their children's progress and next steps, with meetings and reports at least once a term. These include the required progress summary for two-year-old children. These records show that children are making rapid progress, in relation to their starting points.

Staff promote children's communication skills superbly by introducing and using sign language, gesture and pictures, alongside speech. They encourage reluctant children to speak, by always offering them a choice and asking them to verbalise their choice. Staff effectively support children who are learning to speak English as an additional language. They make good use of technology to support children's communication. They also work very closely with parents. Together they interpret and translate information between English and home languages, and celebrate children's knowledge and understanding of these languages. This positively supports children's emotional well-being, as well as their communication skills.

Staff skilfully promote children's knowledge and understanding of letters and sounds. They introduce children to different letters, combinations of letters and the sounds linked to them, in small group activities. This equips children with the knowledge they need for future reading and spelling. Staff meticulously plan an activity involving handling and transporting dried peas and rice. As children use tongs, tweezers and spoons to move them between containers, they develop the coordination and muscle control that they will need for future writing. Staff encourage children to create shapes and patterns in the rice. This gives children awareness of shape, to support their future letter forming and mathematical skills.

Children enjoy and benefit from daily access to outdoor play, where they have excellent opportunities to develop and practise their physical skills. For example, they develop their strength and coordination as they carry crates, attempt to climb trees and move along balancing equipment. Indoors, they develop hand strength and begin to channel strong emotions as they handle modelling dough.

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

Children and their well-being are at the core of this setting. The staff place an extremely high priority on getting to know their key children and developing highly effective relationships with their families. They provide an exceptionally warm and nurturing environment for children. This helps children to develop warm relationships with staff and to feel extremely secure and safe in the setting. Parents place a high value on the welcoming nature and approachability of the staff. They are extremely confident that their

children are happy and feel safe at the setting. Parents strongly praise the highly inclusive practice at the setting and the support that staff give to them. Staff diligently provide comprehensive information and support to parents, which parents value highly.

The high quality resources reflect similarities and differences in the community and staff teach children about a range of beliefs and cultures. This helps children to learn about the world around them. Staff meticulously plan for and help children develop the confidence, positive attitudes and skills for future learning. Although limited space can occasionally lead to conflict when children encroach on each other's play, overall they learn to behave exceptionally well. This is because the staff are highly knowledgeable about the reasons for unacceptable behaviour. They are extremely vigilant and quickly respond to early signs of disruption. The staff employ a wide range of techniques to support children in identifying and managing their emotions and subsequent behaviour. Staff share this knowledge with parents, supporting them in providing consistent behaviour management. Children respond very well to appropriate praise from staff for helpful behaviour, such as sharing and putting resources away. This successfully boosts their confidence and self-esteem.

Children learn about healthy living and keeping themselves and their friends safe. This is because the staff set excellent role models. They diligently follow good hygiene practices and remind children of their importance. The setting gives high importance to children getting sufficient rest and sleep. After lunch, staff create a quiet and calm atmosphere with calming music and baby massage. This enables children to relax and quickly settle to sleep.

Staff are fully aware of individual children's dietary needs, allergies and preferences, and provide nutritious snacks that comply with them. They take highly effective steps to protect vulnerable children and staff from any allergens. Older children choose when to have their snacks and help themselves to the healthy selection of food available. Children learn how to evacuate the building safely in an emergency, because the staff involve them in regular fire drills. Staff remind children of road safety rules when they take them on outings in the locality. Consequently, children benefit from excellent guidance from staff to help them stay healthy and safe.

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

Highly effective systems are in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The management diligently carries out comprehensive recruitment procedures and thorough ongoing checks regarding the suitability of staff to work with children. Safeguarding is an extremely high priority. All staff attend regular training on the subject and safeguarding is the first topic on every staff meeting agenda. Highly comprehensive safeguarding policies and procedures are in place. Management and staff are highly vigilant about safeguarding issues and confidently raise concerns with appropriate agencies. Extremely robust safety procedures ensure the safety and security of the premises. Staff diligently monitor and record all visitors, and

control access to the premises. They are highly effective in dealing with any accidents. This is because first aid kits are readily accessible and first aid training is kept up to date for all the staff. Staff are vigilant about keeping children safe. In addition to actual accidents, they also record any near misses. This enables the management team to monitor and analyse the records, identify any developing patterns and then take swift action to address possible hazards. Consequently, excellent procedures and practice enable staff to safeguard children's health, safety and welfare.

Management and staff have an extremely good understanding of their responsibilities in meeting the learning and development requirements. They have high expectations of the children and enthusiastically support each other in helping each child reach their full potential. The robust and diligent monitoring and evaluation of the educational programme are highly effective. Senior staff moderate all assessments to ensure consistency. They review all children's progress records to ensure that planning comprehensively covers all areas of learning. Highly effective partnerships between the setting and other agencies enable them to work extremely well together to identify and meet children's needs. Additionally, management and staff develop extremely successful relationships with parents.

Extremely supportive and focused supervision and staff appraisal systems encourage staff in their personal development. The manager/owner encourages and values ideas and contributions from all her staff. Consequently, staff continue to be enthusiastic and committed. They work extremely well as a team, valuing each other's strengths and sharing their individual knowledge and expertise. Managers promote a culture of continuous reflection, to help them to maintain and develop the very high standards they set for themselves and the children. Their analysis of previous progress records enables them to identify areas for development, take effective steps to address them and further improve their educational programme. The owner seeks feedback from staff, children and their parents, and acts on suggestions or concerns that arise. This demonstrates the setting's excellent capacity for continual 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

Unique reference number	EY376868
Local authority	Cornwall
Inspection number	829491
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	86
Name of provider	Kerry Millington
Date of previous inspection	13/01/2009
Telephone number	01209 211171

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

