

Inspection date	17 July 2019
Previous inspection date	5 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's behaviour is exemplary. They understand and follow rules exceptionally well and have the utmost respect for others and the environment.
- Staff and children have formed warm and nurturing relationships. Staff provide a caring atmosphere where all children receive individual attention and form close attachments. Children are exceptionally happy and secure.
- Leaders and staff have a reflective system in place to identify areas to improve. For example, they have plans to develop additional plots of land to extend children's already excellent outdoor experiences.
- Children make typical progress for their age, including those who receive funding. Leaders monitor children's progress well, providing tailored experiences to help meet children's outcomes.
- Staff help children to develop strong language skills. They encourage children to express themselves effectively and talk about what they see and hear, for instance when making popcorn and lighting a fire.
- Parents receive detailed information about their children's progress, and staff actively encourage them to be involved in children's learning. For example, children choose from a range of books and share these at home to support their early reading skills effectively.
- Occasionally, children do not have consistent opportunities to develop their understanding of time, to help them know which activities they will be doing next and how long they will have to wait.
- Leaders support staff well, overall, but the appraisal system does not consistently reflect on how staff teaching benefits children's development to help children progress even further.

What the setting needs to do to improve further

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

- help children develop an understanding of time more effectively to support their understanding of changes and what will happen next
- continue to focus on the good process of coaching and mentoring staff, evaluating the impact this has on children's development.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff, children and parents throughout the day.
- The inspector observed a range of activities and the interactions between staff and children.
- The inspector looked at a range of documentation, such as children's assessment records, staff suitability and self-evaluation information.
- The inspector held a meeting with the leadership team.

Inspector

Joanne Steward

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff understand their role in protecting children from harm and contact relevant authorities where necessary. Partnerships with other professionals, particularly the local school, are strong. Frequent training helps extend staff knowledge and benefit children's development. For example, training enabled staff to engage children in practical outdoor experiences, such as rolling down a hill, picking blackberries and flying a kite, to support their overall development well. Leaders have a strong understanding of statutory requirements to ensure high standards throughout the provision. They are committed to maintaining good-quality care and education for children.

Quality of teaching, learning and assessment is good

Staff use children's interests well to plan activities around the curriculum that meet their individual needs. For example, younger children play with sensory equipment, discovering different textures to support their creativity. Older children enjoy baking scones for their parents for a cream tea event. This helps them to develop early concepts of mathematics and science effectively. All children enjoy using malleable materials, such as dough and clay. This helps to strengthen their finger muscles in preparation for early writing. Staff complete detailed assessments of children's progress and use these to identify children's current skills and areas to develop further.

Personal development, behaviour and welfare are outstanding

Children have excellent opportunities to learn how to keep themselves and others safe. They skilfully use hammers to hit nails into melons without needing direct supervision, and staff expertly teach them how to keep safe around the firepit. Children's physical and emotional well-being flourish, particularly in the outdoor environment. Children have a superb understanding of nature. For instance, they confidently recognise different types of wild flowers, such as pink campions, bluebells, buttercups, dandelions and violets. They inquisitively look for 'bugs' and excitably follow animal trails. They search for clues, such as holes in the ground and animal droppings, to discover which animals come out at night, such as rabbits. They learn about keeping the environment tidy and help to keep wildlife safe from harm, for example by picking up litter.

Outcomes for children are good

Children have a motivated and inquisitive approach to learning. Younger children watch with curiosity and listen intently as metallic balls roll noisily across the hard floor, supporting their good attention skills. Older children think about food items to put on their shopping list and link sounds to letters confidently, helping to extend their literacy development well. All children are independent and learn new skills in preparation for their eventual move to school.

Setting details

Unique reference number	EY423248
Local authority	Cornwall
Inspection number	10070161
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 5
Total number of places	46
Number of children on roll	71
Name of registered person	Treverbyn School Governing Body
Registered person unique reference number	RP530444
Date of previous inspection	5 January 2015
Telephone number	01726 850503

Trailblazers originally opened in 1998 and re-registered in 2001. It is located on Treverbyn Academy site, near St. Austell, Cornwall. The nursery is open each weekday from 8am until 5pm, all year round. The nursery provides free early education funding for children aged two, three and four years. There are six members of staff working with the children, all of whom hold appropriate early years qualifications from level 2 to level 4.

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.

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