

# Nurture Day Nursery & Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	EY439636
<b>Inspection date</b>	24/05/2012
<b>Inspector</b>	Jayne Pascoe

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<b>Type of setting</b>	Childcare - Non-Domestic

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## 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.

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## Description of the setting

Nurture Day Nursery & Pre School is privately owned and managed. It originally registered in 2006 and re-registered in 2011, due to a change in company status. It operates from a detached property, close to the centre of Newquay, in Cornwall. The nursery uses both the ground and first floor of the property and offers three large playrooms, a quiet room, information technology room, sleep room, toilet facilities, a kitchen and office. Children have access to a secure outdoor play area. The nursery is open each weekday from 8am to 5.30pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 43 children in the early years age group may attend the nursery at any one time. There are currently 65 children in the early years age group on roll, some in part-time places. The nursery supports children in care, children with special educational needs and/or disabilities and children who learn English as an additional language.

There are 11 members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2 or 3. There are three members of staff who are currently completing further training. The nursery gets funding for the provision of free early education for children aged two, three and four years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff team demonstrate an excellent knowledge and understanding of the Early Years Foundation Stage framework. They maintain the very highest quality provision. Staff are effective in promoting inclusive practice and are highly successful in meeting the individual needs of the children attending. Overall, the nursery environment is exceptionally welcoming and well resourced. Exceptionally strong partnerships with parents, other providers and agencies successfully promote shared care, learning and development. Staff demonstrate a high level of commitment to extending their professional knowledge and skills. Self-evaluation is highly effective in identifying appropriate areas for future development. The setting demonstrates an excellent capacity 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:

- extending the range of resources which reflect the diversity of children and adults within and beyond the nursery.

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

The staff team give the highest priority to safeguarding all children. Staff implement extremely effective risk assessment procedures to identify and minimise hazards to help keep children safe. The premises are secure and staff are vigilant. Adults are highly effective in promoting children's health, safety and well-being through the robust and highly consistent implementation of policies, procedures and practice. Staff work very well together as a team to provide a high quality service. A number of staff hold a current paediatric first aid certificate. Staff demonstrate an excellent understanding of child protection procedures and are very confident to follow the local child protection procedures if there are concerns. Staff supervise children appropriately at all times and follow rigorous procedures to protect them from unvetted persons.

The exceptionally strong leadership and management in the nursery has successfully driven significant improvement. Processes of self-evaluation are extremely good and result in action plans that focus on improving outcomes for children. For example, the nursery plans to secure their knowledge of the revised Early Years Foundation Stage framework and focus on establishing the recently developed out of school facility. The enthusiasm and professionalism of staff, in conjunction with excellent links with local early years agencies and other providers, has been instrumental in achieving an exceptionally high standard of provision. Overall, children enjoy an extremely well organised and enabling indoor and outdoor environment where they have access to high quality resources that support learning. However, these do not currently include visual aids, to help extend how the nursery positively promotes an awareness of diversity. The attractive displays of children's artwork and information for parents enhance the environment further. The welcoming environment fully reflects children's backgrounds and that of the wider community. Children explore diversity through various cultural celebrations that are important to members of the group. Staff know children extremely well as individuals, enabling them to meet their needs very effectively. Cared for children, children with special educational needs and/or disabilities, and those children who learn English as an additional language, receive extremely good levels of support and are fully included. Staff identify and respect children's uniqueness.

Staff have established highly effective partnerships between parents, external agencies and other providers. They use an excellent range of written policies and procedures, contracts and consents to agree and maintain good practice. Parents provide very positive verbal feedback on the high standards provided. Extremely effective partnerships with connected professionals support continuity of care and help children to make significant progress in their overall development. Excellent links with local schools result in a smooth transition into school life. Assessment through high quality observations is rigorous.

## **The quality and standards of the early years provision and outcomes for children**

Children and babies have formed exceptionally strong and positive relationships with others. They demonstrate a strong sense of belonging, make independent choices and are very confident. Children enter the setting enthusiastically and separate easily from their parents. Their behaviour is exemplary and they show an excellent awareness of responsibility. Children are very socially skilled, very well mannered and take good care of their toys, books and resources. They also take responsibility for daily routine activities such as clearing away plates after snack time. Children and babies communicate exceptionally well through signing, facial expression, body language and rapidly developing language skills. They select favourite books to enjoy alone or with their friends. Children make marks routinely and understand that print carries meaning. Staff display children's written work prominently on the playroom walls for all to admire.

Children benefit from excellent opportunities to enjoy and achieve. They flourish in the highly stimulating environment, satisfying their curiosity as they learn through exploration and investigation. Babies enjoy a balanced range of activities and have free access to an excellent range of resources such as puzzles, stacking blocks and interactive activity centres. Staff have formed strong bonds with children and interact exceptionally well to encourage, support and meet their needs. Toddlers enjoy role play in the home corner with dolls and associated equipment. There is a well-resourced music area with a wide selection of instruments. Children confidently use the visual interactive timetable to establish what will happen next and to make suggestions for play. Interesting wall-mounted wooden shape puzzles encourage children to problem solve. Children follow instructions very well and are confident in the familiar daily routine.

Children are rapidly developing future skills. They make independent choices and are extremely competent in their use of information technology and interactive toys. They show an excellent awareness of self-care as they dress themselves appropriately for outdoor play. They explain how they must put on their outdoor shoes and wear sun hats. They wait patiently for an adult to apply sun cream. Children chatter excitedly as they gather the equipment to make treasure maps. They collect a bag of 'treasure', which they are planning to hide. Children explore mathematical language as they count and match the ducks in an adult-led activity. They confidently add and subtract. Children count very confidently to 10 and then back down to one, using their fingers to show the correct associated number.

Children make a positive contribution, as they fundraise for local and national organisations. They enjoy visits to the nursery from the dentist and the owl sanctuary. Children also benefit from trips to the local aquarium, farm activity centre and zoo. Staff actively promote children's good health through exceptionally daily routine activities. Children benefit from plenty of fresh air and physical exercise. At snack time, children enjoy a healthy selection of fresh fruits and buttered crackers in sufficient quantities. Children's awareness of maintaining their own safety and that of others is exceptionally good. They participate in regular opportunities to practise fire drills, have use of appropriate safety equipment and

engage in ongoing discussion with adults about routine safety practices. Children feel very safe and secure in the care of attentive staff, who meet their needs promptly.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met