

Puffins Day Nursery

Water-Ma-Trout Industrial Estate, Helston, Cornwall, TR13 0LW



Inspection date

18 October 2016

Previous inspection date

27 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not monitor staff practice closely enough and use staff supervision effectively, to maintain good quality teaching and outcomes for children. Staff do not receive the support they need to increase and build on their skills further.
- The provider does not ensure that staff consistently support babies' communication and language development, and challenge and engage all children consistently in their learning. Children develop some skills in readiness for school, but they do not make good progress overall in their learning and development.
- The provider does not ensure that staff take prompt action to identify and remove the risk of hazards to children.
- The provider does not use self-evaluation effectively to identify weaknesses in the quality of provision and take prompt action to improve the outcomes for children.

It has the following strengths

- Older children are confident and show interest in most of their activities, such as using the computer. They generally play well together and enjoy being active outdoors.
- Staff are aware of children's individual requirements, such as their personal routines and health needs. They record relevant information for parents in a daily diary, which helps them work consistently together to meet children's care needs.
- The provider monitors children's development appropriately to identify gaps and children's individual next steps.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the monitoring of staff practice and supervision to raise the quality of teaching and children's learning and development experiences	18/11/2016
■ ensure teaching consistently supports babies' communication and language development, and challenges and engages all children in their learning	18/11/2016
■ ensure that staff have a good understanding of how to identify, and take prompt action to minimise, risks for children.	31/10/2016

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

- make more effective use of self-evaluation to identify weaknesses in the quality of provision and take prompt action to improve outcomes for children.

Inspection activities

- This inspection took place following the risk assessment process.
- The inspector observed the staff and children in their indoor and outdoor activities.
- The inspector held discussions with the provider, staff and parents, and sampled children's records of development.
- The inspector checked documentation, including evidence of staff suitability checks and training, registers, and some policies and procedures.
- The inspector viewed safety and security of the premises, including current repair work following flood damage.

Inspector
Julie Wright

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The provider organises staff appropriately to meet required ratios and supervise children. She ensures staff understand policies and procedures, including safeguarding and not smoking, to protect children's welfare. The provider and staff have a sound knowledge of child protection procedures to safeguard children. Following recent flood damage, the provider completed a risk assessment to accommodate repair work and enable continuity of childcare. Staff supervise children at all times and monitor the entrance as people arrive and depart, to keep children safe from visitors. Staff complete risk assessments of the environment. However, the inspector informed staff of a potential hazard to children from cracked safety glass in the toddler room. The provider confirmed they would take appropriate action. The provider does not use self-evaluation and monitoring systems fully effectively to maintain good staff skills and practice, and ensure children receive good quality experiences.

Quality of teaching, learning and assessment requires improvement

Inconsistent teaching skills across the nursery do not ensure all children make good progress. Staff are attentive to babies care needs, so babies are content and comfortable. However, staff do not always model appropriate language or encourage babies to begin to make sounds. This limits the progress some babies make in their communication and language development. Toddlers learn well, for example, through sensory play experiences, singing and building towers with staff. However, staff do not always ensure that activities provide effective learning opportunities for older children. At times, toys, equipment and sand are scattered around the room. Insufficient sand in the tray and unattractive role play areas do not engage children well in their learning. Some activities remain the same throughout the day, limiting variety and challenge for children.

Personal development, behaviour and welfare require improvement

Overall, staff do not support children well to be successful and motivated learners, resulting in older children's behaviour deteriorating at times. Staff support babies' familiar home routines, which helps them to settle. Toddlers enjoy sociable mealtimes, sitting together at the table. Older children start to take responsibility, for example, they go to the serving table and carry their plates. Children form warm relationships with staff, although staff do not always respond appropriately to babies' learning needs.

Outcomes for children require improvement

Children become familiar with the routines and feel secure. Toddlers receive good support to explore and learn to share. However, babies do not receive the support they need to develop their early communication and language skills, and activities for older children generally lack challenge to engage them in stimulating and interesting activities.

Setting details

Unique reference number	103158
Local authority	Cornwall
Inspection number	1075173
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	74
Number of children on roll	65
Name of registered person	Caroline Anne Carter
Registered person unique reference number	RP903207
Date of previous inspection	27 April 2015
Telephone number	01326 565349

Puffins Day Nursery registered in 1991. It is located in Helston, Cornwall. The nursery is open each weekday from 7am until 6pm, for 50 weeks of the year. The nursery is in receipt of early education funding for children aged two, three and four years. There are 10 childcare staff, including the provider/manager. Of these, seven have a relevant qualification at level 3 and one holds a qualification at level 5.

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