

Lowen Harts Day Nursery

Lowen Harts Day Nursery, School Lane, Redruth, Cornwall, TR15 2ER



Inspection date

22 December 2016

Previous inspection date

10 June 2014

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

Summary of key findings for parents

This provision is good

- Staff interact with children very well. For example, they provide children with plenty of opportunities to share their thoughts and respond well to their comments to extend discussion. Children are confident and successful communicators.
- Staff provide effective support for children who require additional support. They carefully monitor their development and plan targeted activities, to help them make very good progress. Staff observe all children and use this information to accurately assess their stage of learning.
- Children's behaviour is good. Staff teach them to share and show respect. Children listen to staff, follow instructions and play harmoniously with their friends.
- Leaders make very good use of the data they collect to monitor the progress of all children, to identify and target patterns in learning. For example, they are supporting some girls in the toddler room to develop control and coordination through physical activities. All children make good progress in their learning.

It is not yet outstanding because:

- Staff do not consistently provide good challenge to toddlers and older children during planned activities, or recognise and use spontaneous opportunities as well as they could to extend their learning further.
- The learning environment is not meticulously planned to provide stimulating and enriching play opportunities indoors and outside that cover all areas of learning.

What the setting needs to do to improve further

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

- make better use of planned activities and spontaneous learning opportunities to extend the interests of toddlers and the eldest children, build on what they know and challenge them further in their development
- review the organisation and provision of play areas to provide a consistently attractive and stimulating environment, and offer opportunities for children to develop skills in all areas of learning.

Inspection activities

- The inspector viewed the play areas and resources, and observed staff's interaction with children and children's participation during planned activities.
- The inspector carried out a joint observation with the manager and held discussions about children's progress and development.
- The inspector took account of the views of staff, children and their parents spoken to during the inspection.
- The inspector held a meeting with the manager at an appropriate time during the inspection.
- The inspector sampled documentation including assessment monitoring records, staff suitability checks, and training and qualification records.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The team have a good understanding of safeguarding issues and procedures. Staff supervise children well and complete risk assessments to identify potential hazards. For example, they routinely check on sleeping children and outside play areas, such as the decking, and monitor room temperatures. Staff follow policies and procedures routinely. For example, they record details of accidents, know how to respond to written complaints and adhere to the no smoking policy. The manager observes staff and provides feedback to strengthen their practice, and identifies training needs through individual meetings. For example, training on the use of signing has had a particularly positive impact on the youngest children, who confidently interact and express themselves. Effective self-evaluation of the quality of the provision helps to raise outcomes for children. For example, the manager is working with staff to improve the use of questioning to consistently extend older children's thinking skills.

Quality of teaching, learning and assessment is good

Staff plan interesting activities that, overall, build on what children know and can do. For example, staff encourage older children to draw letters in flour with their fingers and raise their confidence to talk in front of each other. Babies listen with interest to staff reading stories, interacting eagerly with gestures and excited sounds. This supports their literacy, communication and language development well. Staff work in close partnership with parents. For example, parents regularly share details with staff about their child's learning at home and staff encourage them to take home 'activity bags'.

Personal development, behaviour and welfare are good

Settling-in procedures are effective. Staff work closely with parents to meet children's individual needs. Children form good emotional attachments with staff, which help them to feel secure and learn how to make friends. For example, older children express their own ideas during imaginative games and take account of their friends' suggestions. Staff provide good support to help children become confident and independent in their self-care, and implement hygiene routines to help prevent the spread of infection. For instance, they wipe surfaces before food preparation and after changing each child's nappy. Staff support children's physical skills well. For instance, children learn to work together to operate a seesaw and balance with care as they walk along stepping stones.

Outcomes for children are good

All children develop important skills for their future learning such as the move to school. Older children learn to count and are keen to help staff such as counting the cups at snack time and putting toys away. Children take turns and listen to others such as during group and circle-time activities.

Setting details

Unique reference number	EY477708
Local authority	Cornwall
Inspection number	1080348
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	47
Number of children on roll	90
Name of registered person	Lowen Harts Day Nursery Limited
Registered person unique reference number	RP533681
Date of previous inspection	10 June 2014
Telephone number	01209211757

Lowen Harts Day Nursery originally registered in 2010 and re-registered in 2014 due to a change in company status. The nursery operates from the Redruth Children Centre on the site of the old Gweal-an-Top School in Redruth, Cornwall. The nursery is open each weekday from 8am to 6pm, for 50 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 12 members of childcare staff, all of whom hold relevant qualifications, five at level 5 and eight at level 3.

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