

# Leaps & Bounds Day Nursery

Petherton House, Kenwyn Road, Truro, Cornwall, TR1 3SH



## Inspection date

12 April 2017

Previous inspection date

3 June 2015

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

- Children develop very strong physical skills. They play in a variety of spaces, inside and outside, and are active throughout the day. This helps them to begin to develop a secure sense of good health as well as learning to manage risk and challenge well, such as running in woodlands and climbing.
- Staff support children to build positive independence skills. For example, children in the older age range scrape their plates and wash up after eating lunch. Younger children help themselves to drinks when they become thirsty during the day.
- Partnerships with parents are effective. Staff exchange a variety of information with parents about their children. This helps them to work together to support children to move to the next stage of learning quickly, such as toilet training.
- Children make good progress in relation to their individual starting points. The manager has effective methods to help identify gaps in children's learning and works successfully with key staff to devise ways to support children and help them catch up.

### It is not yet outstanding because:

- Staff do not always make the best use of some group activities to support younger children or those who are less confident to express themselves in front of others.
- Children in the younger age-group rooms are not consistently able to choose and lead their own play independently.

## 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 group activities to encourage younger or less confident children to be more involved
- review and develop the environment further to encourage the youngest children to independently choose and lead their own play.

### Inspection activities

- The inspector observed children playing inside and outside with staff and other children.
- The inspector spoke to some children, staff and parents during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager to discuss how she organises the setting and manages staff.
- The inspector sampled a small range of documents including children's records, policies and staff qualifications.

### Inspector

Tristine Hardwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are confident to identify and report any concerns they have about children. New staff are thoroughly checked and all staff receive ongoing support and development from the manager. She meets with them regularly and discusses ways to help extend their individual practice and skills. Furthermore, staff share new knowledge gained from training courses, which helps to provide consistent learning and development for children across the setting, such as managing children's behaviour. Since the last inspection, the manager and staff have made improvements and have successfully addressed the recommendation, such as extending children's play well. Self-evaluation is effective. The manager seeks parents' and staff's views to help her plan improvements that focus on raising learning outcomes for children.

### Quality of teaching, learning and assessment is good

Staff have a good knowledge of children and plan experiences they enjoy from the outset. They closely observe children as they play, which helps them to maintain an up-to-date knowledge of their current and developing interests. Staff complete frequent assessments, which help them to target children's specific learning needs. Staff use opportunities well to extend children's learning, providing challenge as appropriate. For example, staff working with children in the younger age range encourage children to compare sizes, such as large and small. Staff working with children in the older age range help children to count plates and cups, and complete simple mathematical calculations as they serve lunch.

### Personal development, behaviour and welfare are good

Staff form close bonds with children throughout all rooms. This helps children to feel secure and ready to learn. Staff frequently praise children, helping to instil positive self-esteem and eagerness to achieve more. For example, as toddlers play in woodlands, staff encourage them to climb small apparatus independently. Staff are positive role models for children. They provide children with secure examples of how to interact with others; for example, taking turns or helping to tidy away equipment. Staff work well with other professionals, such as speech and language therapists, supporting children's emotional security well.

### Outcomes for children are good

Children make secure progress across all areas of learning. They develop skills that prepare them well for the next stage in their learning and eventual move to school. Babies enjoy frequent outdoor play, where they develop confidence and learn to explore and investigate. Children learn about different cultures and celebrations and enjoy experiences to support their learning, such as making hot cross buns to mark Easter. They build some simple scientific skills, such as learning why dough rises as it cooks. Children are motivated and interested to learn and progress.

## Setting details

<b>Unique reference number</b>	103163
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1088932
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	127
<b>Name of registered person</b>	Betty Pamela Loveland-Heather
<b>Registered person unique reference number</b>	RP904448
<b>Date of previous inspection</b>	3 June 2015
<b>Telephone number</b>	01872 260797

Leaps & Bounds Day Nursery registered in 1998. It is located in Truro, Cornwall. The nursery is open each weekday from 7.30am to 6pm. There are 18 members of staff, most of whom hold an appropriate early years qualification. The nursery receives funding to provide free early education for children aged two, three and four years.

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