

# Hurly Burly St Agnes

Hurly Burly Nursery, Lavender Lodge, St Agnes, TR5 0PG



## Inspection date

Previous inspection date

19 February 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- Occasionally, staff are not vigilant enough in supervising activities and this leads to a momentary lowering of safety standards.
- In the baby room, staff do not offer continually good support for children to communicate their own interests and ideas.
- Staff do not always take account of children's differing abilities, particularly for the youngest children, when they plan mixed-group activities.

### It has the following strengths

- Children form a secure attachment to staff, which supports their sense of well-being.
- Staff are good role models. They use recent behaviour management training to support children's understanding of how to identify and manage their feelings and emotions.
- Children are encouraged to value and respect others, and develop a positive attitude to people's differences.
- Staff work well with parents to meet the needs of children who have special educational needs (SEN).

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

#### Due Date

- review the deployment of staff, to improve supervision of children at all times and minimise potential risk to their safety and welfare. 01/03/2018

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

- increase the support for babies and children who have not yet learned to speak, so they are better able to communicate their ideas and interests
- organise mixed-group activities more effectively, in particular to support the individual progress of younger children.

## Inspection activities

- The inspection was carried out following Ofsted's risk assessment process.
- The inspector viewed the premises, toys and equipment.
- The inspector engaged in discussion with the area manager, manager, deputy manager, children and staff.
- The inspector observed interactions between staff and children and undertook a joint observation of an activity with the manager.
- The inspector sampled and discussed documentation, including safeguarding procedures, evidence of suitability and qualifications, risk assessment and children's records.

## Inspector

Jayne Pascoe

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff recruitment and induction procedures are thorough. Leaders monitor the ongoing suitability of staff at regular intervals. The manager liaises with other settings that children attend to maintain continuity of care and learning, and to support children in their move to school. Partnerships with parents are positive and help them to support children's learning at home. Leaders and staff monitor the provision and have identified some areas for improvement. The risk assessment includes suitable safety procedures. However, some staff do not follow these well enough. For example, during an adult-led activity, some toddlers put uncooked rice in their mouth, and others slipped and fell as they trod on the rice. This was a result of a very brief lapse in what are otherwise effective child supervision and staff deployment arrangements.

### **Quality of teaching, learning and assessment requires improvement**

Effective assessment systems help staff to identify children's starting points and their next steps for learning. Staff monitor children's progress well and plan enjoyable activities to support children's learning. However, on occasion, they do not adapt them well enough to challenge children of differing abilities when they take part in activities together. Toddlers and pre-school children develop their language skills well, as they engage in discussion about what they are doing. These children receive praise for their emerging vocabulary and counting skills. However, babies are not given the support they need to communicate their ideas and interests when they are not yet able to communicate verbally. Staff teach children the importance of taking turns and encourage them to take responsibility for everyday tasks, such as serving and clearing away snacks.

### **Personal development, behaviour and welfare require improvement**

Children behave well and are sociable. They develop a respect for one another and establish positive friendships with their peers. Toddlers explore the nursery environment with confidence and babies laugh with delight, as they chase bubbles. Pre-school children amicably take turns with tools, as they make clay models of worms. Children benefit from healthy snacks, nutritious meals and physical exercise each day. However, weaknesses in leadership and management mean that there is an occasional lowering of the standard of precautions taken to maintain children's safety.

### **Outcomes for children require improvement**

Most children are suitably prepared for their future learning. Older children work cooperatively to share new toys, such as a doctor's kit. Toddlers listen well and follow simple instructions, such as when making handprints on paper. Babies increase their mobility with support from their key person. However, the progress of the youngest children is not as good as that of older children, because adults do not always tailor activities to meet their individual needs and there are weaknesses in the quality of teaching.

## Setting details

<b>Unique reference number</b>	EY549424
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1125219
<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
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Hurly Burly Nurseries Ltd
<b>Registered person unique reference number</b>	RP901738
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01872 553777

Hurly Burly St Agnes nursery registered in 2017. The provision is open each weekday from 7.30am to 6pm, all year round. There are 10 members of staff working with the children. There is also a designated cook. The registered individual and the manager are qualified teachers and one member of staff has a foundation degree. Five staff hold an appropriate early years qualification at level 3 and two members of staff are qualified at level 2.

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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