

Hawksfield Nursery

Hawksfield Nursery, Hawksfield, St Breock, Wadebridge, Cornwall, PL27 7LR



Inspection date

15 May 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- All children form close bonds with staff. For instance, children in the baby room benefit especially well. They have a strong sense of explorative and investigative skills, which helps them to concentrate for long periods. They are motivated to learn and develop skills to help them move securely on to their next stages in learning.
- Staff work together well. They are positive role models for children as good examples of how to interact with others, such as being polite and modelling good teamwork skills.
- Partnerships with parents are effective. Staff keep parents well informed of children's daily activities, learning and welfare. They gather information from parents about what children enjoy and learn at home, so they can complement this in the setting.
- Staff arrange a rich variety of activities for children to enjoy. They organise opportunities in all learning environments, which supports all children's interests and preferred spaces to play.
- The manager is ambitious and communicates high expectations to all her staff. She reflects on practice regularly and constantly strives for improvement that positively supports good outcomes for children.

It is not yet outstanding because:

- Staff supporting the toddlers do not consistently make the most of opportunities to extend children's understanding of positional language.
- At times, staff working with the older age range do not give children enough time to think and respond to the questions they ask.

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 opportunities to support toddlers' understanding and use of everyday mathematical ideas, especially the use of positional language
- provide older children with more time to think and respond to questions.

Inspection activities

- The inspector observed children playing in different learning environments, with staff, their friends and independently.
- The inspector spoke to parents, staff and children.
- The inspector completed a joint observation with the manager of an activity.
- The inspector held a meeting with the manager and discussed how she supports staff, organises the setting and monitors children's progress.
- The inspector sampled a range of documents, including policies, staff records and suitability checks.

Inspector

Tristine Hardwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager, who is also the provider, and staff confidently know how to recognise and report potential signs that may indicate children's welfare is at risk. They are all familiar with local child protection procedures and keep up-to-date information, so they can contact the relevant professionals promptly. The manager follows secure procedures to recruit new staff safely, such as completing suitability checks. She meets with all staff frequently, settling new staff into their roles and to provide ongoing support or coaching for all. Staff complete a range of courses that extends their individual skills and share their new knowledge during regular staff meetings, such as creative activities. The manager monitors children's progress effectively, to ensure she and staff identify and support any potential gaps in children's learning.

Quality of teaching, learning and assessment is good

Staff gather detailed information about children before they start, which helps them to settle children quickly into the setting. Staff interact successfully with children, such as following their ideas to make effective use of learning opportunities. For example, when planting seeds, they talk to children about what seeds may look like when they grow, helping children develop good language and communication skills and an interest in nature. All staff complete frequent observations and assessments and quickly develop ongoing plans that focus on children's emerging interests. Staff discuss children's achievements throughout the day with each other, which helps to provide children with continuous support, such as if a member of staff is absent.

Personal development, behaviour and welfare are good

Staff are kind, gentle and sensitive towards children, which contributes to a calm and relaxing atmosphere where children behave well. Children benefit from ongoing praise, encouragement and reassurance, which supports their readiness to learn. Children are sociable and learn to be considerate towards others. For example, while playing in the garden, older children get water for their friends so they can continue to concentrate and play. Staff in the toddler room, provide children with more group learning opportunities, which helps to build on their increasing social skills. For example, as they make dough, children take turns to stir the mixture.

Outcomes for children are good

Children in all age ranges make good progress in relation to their starting points. Babies learn to use their senses as they play and explore, such as when playing with water and cooked noodles. Children learn to follow their own ideas well, such as making up games. All children build very successful physical skills. From a young age, they learn to negotiate risk and control their bodies confidently. For example, babies learn to pull themselves to a standing position using equipment strategically placed to help them. Older children climb ladders and confidently jump from apparatus. Children are enthusiastic learners and prepare well for their eventual move to school.

Setting details

Unique reference number	EY494309
Local authority	Cornwall
Inspection number	1050085
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 - 4
Total number of places	49
Number of children on roll	52
Name of registered person	Hawksfield Nursery Ltd
Registered person unique reference number	RP911131
Date of previous inspection	Not applicable
Telephone number	07399444392

Hawksfield Nursery registered in 2016. It is located in Wadebridge, Cornwall. The nursery is open each weekday from 7.30am to 6pm all year round, except for public holidays and two weeks during the summer holidays. There are 12 members of staff, most of whom hold an appropriate early years qualification; one at level 6, two at level 4, three at level 3, and three at level 2. Two staff are unqualified, including the cook. The manager holds qualified teacher status. The nursery receives funding to provide free early education for children aged two, three and four years.

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