

# Naturally Learning Lemon Street

51 Lemon Street, Truro, TR1 2PE



## Inspection date

2 May 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Well-qualified staff use the outdoor space well to promote children's learning, independence and problem-solving skills. Children of all ages enjoy being outdoors in all weathers.
- The quality of teaching is good. Staff use a range of effective teaching skills to help children make good progress. They know when to step in and support children's learning and when to let them explore and investigate on their own.
- Partnerships with parents are effective. Staff provide parents with live updates about their child's day and keep them well informed about staff changes, planned activities and children's achievements.
- Children of all ages are confident and settled. Babies enjoy warm relationships with their key persons and good opportunities to practise their emerging physical skills. Older children capably complete tasks independently, such as laying the table and cutting fruit.
- Managers and staff work closely with schools and other professionals involved in children's development. This helps to provide effective support for children who need extra help and ensures all children are ready for the move on to school.

### It is not yet outstanding because:

- The youngest children enjoy creative play but sometimes lack opportunities to extend their creativity or to see their artwork.
- Staff working with children aged two and three years do not promote children's independent self-care skills as well as possible.

## What the setting needs to do to improve further

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

- provide more opportunities for younger children to extend their creativity and see their creations
- develop better opportunities for children aged between two and three years to become more independent in their self-care skills.

### Inspection activities

- The inspectors observed children playing in different learning environments, with staff, their friends and independently.
- One inspector spoke to parents and both inspectors spoke to staff at convenient times during the inspection.
- One inspector completed two joint observations with the manager.
- The inspectors held a meeting with the management team and discussed how they recruit and support staff, organise the setting and plan for children's progress.
- The inspectors sampled a range of documents, including children's development records, policies, and training certificates.

### Inspector

Tristine Hardwick

## Inspection findings

### Effectiveness of the leadership and management is good

The management team has a clear understanding of the quality of the provision and how to make continuous improvements. Staff are fully involved in the process, providing ideas and suggestions that will benefit outcomes for children. Safeguarding is effective. Recruitment and vetting procedures are robust and staff understand how to recognise and report concerns about children's welfare. Staff have good opportunities for ongoing training to extend their skills and knowledge, and support families. For example, they attended training about the importance of sleep for good brain development, which benefits the care babies receive. The management team has a secure overview of children's progress and development, and implements action plans when they observe any emerging gaps. Staff feel well supported by the management team, through regular meetings, training and events to support their well-being.

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

Younger children receive good support to learn to use their sensory skills using different natural and man-made materials. For example, staff provide lightweight and tactile coloured wooden bricks for babies to transport, post, handle and carry to further support their physical skills. Pre-school children explore and investigate nature and wildlife outdoors, and staff question them well. The outdoor provision is a particular strength of the provision. Children thoroughly enjoy outdoor play and forest school activities. For example, they take part enthusiastically in action songs, before sawing and lopping branches and finding tarpaulin sheets to make a den, unfazed by the rain. Staff make ongoing observations of children and use these well to plan relevant and meaningful experiences to help each child achieve the next steps in their learning.

### Personal development, behaviour and welfare are good

Babies feel secure and build positive feelings of well-being from the sensitive interaction they receive from staff. Children throughout the nursery behave well. For example, pre-school children are sensitive when one of their friends is upset. Staff encourage children to follow good hygiene routines. For example, older children manage their toilet needs well and even the youngest children soon learn how to wipe their own hands and faces after a messy painting activity. Children enjoy home-cooked meals and fresh fruit. Mealtimes are a happy and social time, where staff encourage children to talk about their day, help each other and use good manners.

### Outcomes for children are good

Children are confident and articulate. Babies have lots of space to practise as they begin to crawl and walk. As they become more mobile, they learn to become adept at going up and down the stairs, with good support. Toddlers are keen to explore and investigate their environment. Older children demonstrate good language skills, for example, as they discuss the loppers they used to cut wood and talk about the teeth on a saw.

## Setting details

<b>Unique reference number</b>	EY545151
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1135076
<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>	40
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Naturally Learning Limited
<b>Registered person unique reference number</b>	RP905872
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07769342133

Naturally Learning Lemon Street registered in 2017. It is located in Truro, Cornwall. The nursery is open Monday to Friday, from 7.30am to 6pm, 51 weeks of the year. There are 15 members of staff who work directly with children and most of whom hold an appropriate early years qualification from levels 2 to 6. The nursery employs staff with qualified teacher status, including the manager. Two cooks are also employed. The nursery receives funding to provide free early education for children aged two-, three- and four-year-old children.

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