

# Hurly Burly St Agnes

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



<b>Inspection date</b>	17 December 2018
Previous inspection date	19 February 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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 is a provision that requires improvement

- Staff often miss opportunities to engage children in detailed discussion, to extend their communication and language skills.
- The quality of teaching is inconsistent. Staff do not routinely consider children's individual next steps in learning during activities, to enable them to tailor the support they provide. Some activities lack challenge for the oldest and most-able children, which do not help to build on what they already know and can do.
- At times, staff do not make best use of daily tasks and activities to support the older children to become more independent in their self-care.
- The new manager has not yet begun to review the assessment information of all children in detail, to help him identify all patterns in teaching and learning.

### It has the following strengths

- The new manager creates a positive atmosphere within the team and raises staff morale. He identifies the current weaknesses accurately and is in the early stages of implementing his plans to address these. For example, he is keen to improve the range of resources, to provide more stimulating play areas that fully capture children's interests and encourages them to explore and investigate.
- Staff are sensitive and friendly, and greet the children warmly when they arrive to help them settle in quickly. Children feel happy and content in staff's care.
- Staff provide ample opportunities for children to be physically active. For example, they hold children's hands as they balance along beams and celebrate their success with enthusiasm. Children develop good coordination and are proud of their achievements. They make steady progress in their learning.

## What the setting needs to do to improve further

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

	Due date
support staff to engage children in detailed discussion more often, to encourage children to share their thoughts, ideas and experiences	11/02/2019
improve the consistency in the quality of teaching to ensure all staff challenge each child appropriately and extend their learning further, particularly the oldest and more able.	11/02/2019

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

- make better use of opportunities that arise to support the older children to be more independent, including at snack and mealtimes
- develop the monitoring of the assessments of children's progress, to identify and target any patterns in the learning of different groups of children.

### Inspection activities

- The inspector observed children's participation in several adult-led activities and their interaction with staff throughout the day.
- The inspector carried out joint observations with the manager to evaluate the quality of teaching and learning during planned activities.
- The inspector spoke with children, parents and staff throughout the day to take account of their feedback.
- The inspector held meetings with the manager at appropriate times during the inspection.
- The inspector sampled a range of documents, including children's learning records, staff suitability checks, and records relating to health and safety matters.

**Inspector**  
Sarah Madge

## Inspection findings

### Effectiveness of leadership and management requires improvement

The new manager recognises that the quality of teaching is variable and has started to implement his plans to address these weaknesses. For example, although staff receive suitable regular supervisory meetings, the manager intends to provide more targeted support to develop their knowledge and skills, such as through training and detailed reviews of their practice. Recent training has helped staff to provide good emotional support for toddlers. The manager is also keen to continue to review the effectiveness of activity planning. However, his plans are in the early stages and so have had little impact on staff's teaching practice. Safeguarding is effective. The manager and staff have a clear understanding of their responsibilities to protect children. They confidently recognise the signs that a child may be at risk of harm and know how to refer any concerns to the relevant authorities. The manager and staff work well together throughout the day to ensure a safe and clean environment for children.

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

Staff know the children well and assess their progress accurately. However, they do not routinely use this information effectively to provide good challenge for all children, particularly the older and more able. For example, during a planned card-making activity, pre-school children have little opportunity to develop new skills, make choices and express their creativity. Staff playfully join in with younger children's games and encourage them to try new things. For instance, they gently shake a spade of sand to create a cascade effect, which toddlers copy and repeat with delight. Staff talk to children throughout the day and model language well. However, they do not consistently engage the older children in detailed discussion, to encourage them to share their thoughts. The manager does not yet use staff's assessments of children to closely monitor the progress of different groups of children, to identify patterns in learning.

### Personal development, behaviour and welfare require improvement

Inconsistent teaching means that some planned activities do not motivate children to focus and engage well in their learning. For example, staff expect children to wait patiently for several minutes while they excitedly anticipate playing with a parachute. In their enthusiasm, the children forget the instructions they have been given for the activity and do not wait for their turn. Children are eager to take part in adult-led activities and follow their own ideas during their self-chosen play. Staff manage children's behaviour using appropriate strategies and children behave well overall. Staff work well with parents from the start to help them get to know the children quickly. Although staff sometimes encourage the older children to take responsibility for their self-care, they miss opportunities to extend this further, especially during snack and mealtimes.

### Outcomes for children require improvement

Variable teaching does not help children to concentrate as well as they could or to extend their learning. However, children make steady progress and develop the basic skills in preparation for school overall. Toddlers play alongside each other harmoniously and are keen to move and dance when staff sing to them. Older children learn to identify the initial sounds in words during some adult-led activities.

## Setting details

<b>Unique reference number</b>	EY549424
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10080430
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Hurly Burly Nurseries Ltd
<b>Registered person unique reference number</b>	RP901738
<b>Date of previous inspection</b>	19 February 2018
<b>Telephone number</b>	01872 553777

Hurly Burly St Agnes registered in 2017 in the town of St Agnes in Cornwall. The nursery is open each weekday from 7.30am to 6pm, all year round. There are 10 members of staff, all of whom hold appropriate qualifications between level 2 and a degree. The nursery receives funding for the provision of free early education funding for children aged two, three and four years old.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

