

Nurture Day Nursery & Pre School



Nurture Nursery School, 9 Eliot Gardens, NEWQUAY, Cornwall TR7 2QE

Inspection date	11 April 2019
Previous inspection date	17 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Members of the management team have a strong understanding of their roles and responsibilities to ensure staff meet the requirements of the early years foundation stage. For example, staff have regular supervision meetings to enable management to monitor the quality of teaching and check that children make good progress.
- Staff work closely with parents and encourage them to be actively involved in their children's learning. Parents contribute regularly, such as adding children's achievements from home onto the 'wow tree'. This helps to build an accurate assessment of what children know and can do.
- Staff support children to become independent and develop high levels of confidence and self-esteem. For example staff allocate 'special helpers' for the day, where children wear a medal and take responsibility for everyday tasks, such as preparing snack.
- Staff effectively teach children about the world around them. For example, they take children to visit the nearby zoo and aquarium to help them learn about living things and their habitats.
- Management has a good self-evaluation system in place to identify areas of the provision to improve. New artificial grass outside reduces the risk of slipping, and plans to develop the garden with additional natural resources are underway to support children to explore and investigate.
- Although managers monitor children's progress well, they and the staff sometimes miss opportunities to challenge the more able children, to build on their successes even further.
- Occasionally, staff do not give children clear instructions during activities to help them understand what they are learning, to support them to make even more progress.

What the setting needs to do to improve further

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

- provide further opportunities to challenge the more able children in the pre-school room, to help build on what they already know and can do
- help children identify the purpose of activities to support their understanding skills and consolidate their learning even further.

Inspection activities

- The inspector carried out a joint observation with the management team
- The inspector held a meeting with the management team.
- The inspector spoke to staff and children and sought the views of parents.
- The inspector observed a range of activities and observed the interactions between staff and children.
- The inspector looked at relevant documentation, such as safeguarding policies, staff training and suitability, children's progress records and accident logs.

Inspector

Joanne Steward

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Management and staff have a thorough understanding of their responsibilities to protect children from harm. They recognise, record and respond to any concerns promptly. They ensure parents receive effective information about how to keep children safe online and provide thought-provoking activities to support this. For example, parents guess what percentage of young children access video-sharing websites. All staff attend frequent training and research new ideas to help keep their professional knowledge up to date. They share these with colleagues and implement them to benefit children. Staff use a reward chart, where children progressively move their named rocket from 'Earth' to the 'moon' to celebrate their efforts and achievements. When their rocket reaches the 'moon', the children receive a packet of seeds to take home and grow with their parents. This helps boost children's self-esteem and encourages parents to be involved in their child's learning. Partnerships with other professionals are good. An effective information sharing system with local schools and nurseries helps to support children's overall development.

Quality of teaching, learning and assessment is good

Children have a stimulating range of resources to choose from, based upon their interests. For example, staff help babies to learn about different textures and colours when painting with their feet. Toddlers develop good imaginative skills in the mud kitchen, baking 'cakes' and 'biscuits' for staff. Older children show an understanding of stories when talking to others about books, such as retelling traditional tales. All children show interest in the construction area. Toddlers and older children enjoy using the toy cement mixer and staff talk appropriately to babies about the different colours of trucks and diggers. Staff make frequent observations of children's learning and use this well to inform parents of children's progress and plan stimulating activities.

Personal development, behaviour and welfare are good

Children have good opportunities to make independent choices. For example, they cast a vote to decide which songs to sing. Staff teach children about other countries and cultures. Children bring in postcards of places they have visited and attach them to the world map, and enjoy dressing up in traditional clothing from other countries. Staff develop close relationships with children. They help support children's emotional well-being effectively, such as providing children with cuddles, 'high fives' and positive reassurance. Children have good opportunities to develop a healthy lifestyle. They have nutritious meals prepared by an on-site chef and the stimulating outdoor environment motivates children to engage in physical activities.

Outcomes for children are good

Children make clear progress from their starting points and gain the essential skills needed for their future learning and eventual move to school. Babies enjoy discovering a range of media and materials, and investigate using all of their senses. Toddlers learn how to make music, creating different sounds when banging metal pots and pans. Older children develop good physical skills. For instance, they dip pom-poms attached to pegs into paint to make prints and engage in 'finger fun' activities.

Setting details

Unique reference number	EY439636
Local authority	Cornwall
Inspection number	10062210
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	42
Number of children on roll	72
Name of registered person	Nurture Day Nursery & Pre School Limited
Registered person unique reference number	RP531252
Date of previous inspection	17 August 2015
Telephone number	01637 839340

Nurture Day Nursery & Pre School re-registered in 2011 and is situated in Newquay, Cornwall. The nursery is open each weekday from 8am to 6pm, all year round. It provides free early education funding for children aged two, three and four years. There are 12 members of staff. Of these, one has a qualified teacher status, three are qualified to level 6, one at level 5, one at level 4, and six at level 3.

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