

Inspection of Naturally Learning Truro

Truro High School For Girls, Falmouth Road, Truro TR1 2HU

Inspection date: 18 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Staff provide attractive and stimulating play areas that motivate children to explore from the moment they arrive. Children feel safe and behave well. They enter the nursery confidently and settle down happily to an activity with staff or nestle contently in staff's arms if they need comfort. Staff sit with children and play alongside them, offering encouragement to help build the children's confidence. Children are confident in their own abilities and successfully manage their self-care needs independently. For example, babies and toddlers know to use cutlery at mealtimes and do so capably without any support from staff. Older children skilfully put on and fasten their coats, wet-weather suits and boots to play outside.

Staff have high expectations for children and plan a good range of activities across all areas to build on what the children know and can do. Children take part in activities with interest and enthusiasm, although activities for the babies and toddlers are not consistently well organised to keep the younger children engaged. All children make good progress from their starting points in preparation for later learning, including school.

What does the early years setting do well and what does it need to do better?

- Overall, staff support children's communication and language skills well. They model the pronunciation of words effectively when repeating what the younger children say and use signing to support their interactions. At times, staff working with the older children miss opportunities to extend the children's thinking skills and encourage them to share their ideas.
- Staff are kind, respectful and model the use of good manners consistently. Children learn to be polite and often say 'please' and 'thank you' without prompt from staff. They are confident to ask for help when needed and develop an interest in others from a young age. For instance, toddlers happily show each other their Christmas clothes and giggle at the images on each other's tops.
- The managers carefully monitor the day-to-day running of the nursery. They provide high ratios of staff and delegate tasks between the staff team, to enable them to maintain a clean and safe environment for children.
- Partnerships with parents are good. Staff provide parents with ongoing information about their children's learning to encourage them to get involved, such as to replicate activities their children have done in nursery at home. Parents are keen to give their feedback and share their own observations of children's experiences with staff. This supports a joined-up approach to children's education.
- Staff assess the children's development accurately. They use this information well to provide interesting and challenging activities. However, some activities for the babies and toddlers are not as well organised as they could be. During

these times, staff do not provide all children with the support they need to keep them engaged so the children lose focus and wander around.

- Children's care needs are met promptly and sensitively. Staff know the children well, which helps them to recognise when children are feeling unhappy. Staff offer soothing cuddles and try to cheer them up by distracting them, such as with toys or by lifting them up so they can see out of the windows. Children enjoy staff's company and attention, demonstrating their emotional security.
- The strong management team has a close relationship with the staff and prioritises their personal well-being, to reduce the pressures of work. It provides effective support for staff to discuss the children and to develop their knowledge and teaching practice. Staff are happy working at the setting and trust in the managers' leadership of the nursery.
- Staff teach the older children to recognise numbers and match them to quantities, which helps them to develop good mathematics skills. They confidently count and use their fingers to represent different values.
- Self-evaluation is accurate and effective. Since the last inspection, managers' have successfully focused on providing more ways for babies and toddlers to extend their physical skills. The younger children confidently climb steps and balance down ramps. The managers' current aims for the nursery include supporting staff to recognise and make best use of opportunities for children to learn about numbers and technology.
- Young children develop an early interest in books and choose to sit and look at them alone quite contently. Older children listen as staff read to them with rapt attention and eagerly ask them to read more books when they have finished.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete the required suitability checks when they start and receive thorough inductions to familiarise themselves with their role. The managers and staff have all completed recent training to ensure their knowledge of safeguarding is up to date. They have a clear understanding of how to recognise if a child's welfare is at risk of harm and know how to refer any concerns to the relevant authorities. The managers also make sure that all staff recognise their responsibility to protect children from harm from wider safeguarding matters, such as from extremist views and behaviours.

What does the setting need to do to improve?

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

- review the organisation of whole-group activities to engage babies and younger children consistently, to build on what they know and can do further
- develop the teaching of communication and language for the older children, to

provide more opportunities for them to think and share their thoughts and ideas.

Setting details

Unique reference number	EY484366
Local authority	Cornwall
Inspection number	10126047
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 to 4
Total number of places	50
Number of children on roll	70
Name of registered person	Naturally Learning Limited
Registered person unique reference number	RP905872
Telephone number	01872 858255
Date of previous inspection	19 April 2016

Information about this early years setting

Naturally Learning Truro registered in 2015 and is one of five nurseries privately owned by the same group. It operates from the grounds of Truro High School for Girls in Cornwall. The nursery opens each weekday from 7.30am to 6pm, all year round. It receives funding to provide early education for children age two, three and four years. There are 10 members of staff who work with the children. Of these, two staff hold qualifications at level 2 and seven have relevant early years qualifications at level 3 or above. This includes one member of staff with qualified teacher status and an early years teacher.

Information about this inspection

Inspector

Sarah Madge

Inspection activities

- The inspector spoke with children, their parents and staff to take account of their experiences and views.
- The inspector carried out observations as children played and joined in with group activities.
- The manager and inspector jointly observed adult-led activities to reflect on the quality of teaching and learning.
- The managers held a leadership meeting with the inspector to discuss their procedures and knowledge of the requirements.
- The inspector sampled a small selection of documents, including staff's recruitment and suitability checks, policies and procedures, and self-evaluation.

We carried out this inspection 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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