

Inspection of Snuggles Nursery Bodmin

Market Street, Bodmin, Cornwall PL31 2JW

Inspection date:

26 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children's experiences and the quality of teaching vary across the nursery. This is because some staff do not have a secure knowledge of what they are trying to teach children. Additionally, staff do not always match activities well enough to children's capabilities. Despite this, children enjoy their time at nursery and show that they feel safe and secure. The friendly staff offer a warm welcome to children and their families. Staff work closely with parents to learn about individual routines and ensure these are followed throughout the day. Babies confidently explore their surroundings and enjoy sensory experiences. For example, they explore flour, making marks with their fingers. Children freely choose from a wide range of toys and natural resources. Toddlers sort toy monkeys by colour and are learning to count, while older children develop early writing skills using a range of materials and they use containers in water to explore volume.

Children are polite and use courteous language. They receive praise and encouragement from staff as they play. This helps them to build good levels of self-esteem. Older children gain good levels of independence. They put on coats and shoes to play outside and attend to their personal hygiene needs. However, there are not suitable arrangements in place for changing babies' nappies. Children are learning to manage their own behaviour. Older children are developing some of the attitudes and skills that will support them in their future learning at school. The manager uses feedback from parents and staff and continues to work with the local authority to make improvements.

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

- Despite improvements in the educational programme, there are still gaps in staff knowledge which result in inconsistent teaching. As a result, there are times where staff are not confident about what they intend children to learn. For example, staff attempt to teach older children the names of letters and the sounds they represent. This fails to sustain children's interest and they do not understand what a letter sound is when they are being asked about this. Furthermore, in the baby room, staff plan a cutting and sticking activity. However, babies are more interested in feeling and playing with the glue and they do not understand what they are being asked to do.
- Children are encouraged to serve themselves healthy snacks and they enjoy the home-cooked, healthy meals. Toddlers and older children are encouraged to be independent with toileting. However, staff take babies away from listening to a story to have their nappy changed, which disrupts their learning. In addition, babies then have their nappies changed on a mat in the corridor, which does not promote their privacy.
- The learning environment is bright and stimulating. Children have access to a

large outdoor area where they ride trikes and explore sand. Staff encourage children to take part in physical activities inside with daily music and movement. However, there are times, such as before lunch, when boys in the toddler room need to take part in physical play but staff do not support them with this.

- Children gain an understanding of the wider world. For example, they explore different festivals from the range of cultures that are important to them. Children take part in special days and charity events throughout the year.
- Children in all rooms enjoy story times. Some staff use props to encourage children to be active in their learning. For example, older children use puppets, straw, sticks and blocks to act out a well-known story. Children follow the story and join in with the repeated phrases. Babies enjoy exploring picture books with flaps and textured pictures.
- Transitions between activities, particularly in the baby room, are not well planned. As a result, babies become distressed as they are told to wait for their snack or to go outside.
- Since the last inspection, positive steps have been taken to meet the actions raised. Leaders have sought guidance and support from the local authority and staff have received some training to help develop their practice and strengthen their safeguarding knowledge. However, the manager has not yet developed an effective system of self-evaluation.
- Overall, partnerships with parents are positive. Parents praise staff for the support they offer to them and their children. Parents are encouraged to share details of their child's interests and this is evident in individual planning. They comment on the good communication.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team demonstrate a secure understanding of the procedures to keep children safe from harm. They are aware of the possible signs that might indicate a child is at risk. The staff know how to report any concerns they may have about a child in their care. The manager understands the procedures to deal appropriately with allegations or concerns about those working with children. The manager regularly speaks to staff at meetings to ensure that they are confident to follow safeguarding policies and procedures.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure there are suitable arrangements in place for nappy changing and that babies are not taken to have their nappies changed when they are engaged in play	11/03/2020
improve staff's understanding of what they want children to learn so that all staff provide purposeful activities that match children's stage of development and build on previous learning, to promote good progress.	25/03/2020

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

- provide more opportunities for boys to take part in physical activities in the toddler room
- review the organisation of daily routines in the baby room so babies are not left waiting for snack or to go outside
- make effective use of self-evaluation to identify and address any weaknesses in practice quickly.

Setting details

Unique reference number	EY557074
Local authority	Cornwall
Inspection number	10131242
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 11
Total number of places	90
Number of children on roll	99
Name of registered person	Snuggles Bodmin Ltd
Registered person unique reference number	RP557073
Telephone number	01208368008
Date of previous inspection	23 October 2019

Information about this early years setting

Snuggles Nursery Bodmin re-registered in 2018 and is located in Bodmin, Cornwall. The nursery is open each weekday from 7.35am to 6pm, throughout the year. The manager holds a degree in early years. There are 12 members of staff who work with the children, all of whom hold qualifications at level 3 and above. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Katherine Lamb

Inspection activities

- The inspector observed staff and children inside and outdoors.
- The inspector spoke with staff and held a meeting with the manager and the deputy manager.
- The inspector sampled documentation, including policies, staff qualifications and improvement plans.
- The inspector carried out two joint observations with the manager.
- The inspector spoke to some parents to gain their views on the day of the inspection.

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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