

Inspection of Penmoor Nursery School

Yelverton War Memorial Hall, Meavy Lane, YELVERTON, Devon PL20 6AL

Inspection date:

3 March 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and move confidently around the inviting and inspiring learning environment. They are highly motivated and show exceptionally high levels of concentration. Older children are focused when developing key skills, working in small groups supported by staff who consistently offer praise and encouragement. For example, they eagerly work with staff to go on a 'shape hunt' in the nursery, correctly finding and identifying different shapes. Children enjoy the weekly themes linked to their individual interests and are able to recall information from previous activities. For example, a toy astronaut previously used in a sound activity reminds a child about how they had dressed as an astronaut during 'Space Week'. They talk with confidence about the weighted boots astronauts wear.

Children relish having access to several outdoor environments. Expert staff deliver exciting experiences that some children may not experience anywhere else. For example, in forest school activities, they show high levels of confidence and motivation to learn new skills. Children thrive in this highly inspirational and safe learning environment. They feel confident to voice their feelings, knowing that they will be listened to by staff who are kind and gentle. Children's behaviour is exemplary. They form exceptional relationships with the staff, who are nurturing role models. Children exhibit pride in their work and this is recognised by staff, who carefully display children's work around the room, helping them to develop a strong sense of belonging.

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

- Staff are highly motivated and demonstrate an outstanding knowledge of the curriculum and children's development. They know all the children in their care exceptionally well and recognise children's abilities and needs. Staff enthusiastically react to children's suggestions for songs and role play. Children are excited to talk about the story characters and staff build on this to introduce a discussion about feelings and how you recognise different emotions.
- Staff work hard to ensure that children transition well within the nursery. All children grow in confidence, exploring new learning opportunities and building bonds with less familiar staff members. Staff promote a highly caring ethos and children display care and consideration for others appropriate to their age and understanding. For example, older children work cooperatively with younger children to organise rides on tractors. They help them to use the role play petrol pump to fill their tractors with 'fuel' before going to work in the 'fields'. Children's emotional well-being is paramount and staff work closely with parents and outside professionals to support children.
- Parents speak highly of the nursery, describing how well their children settle and how happy they are to attend. Staff ensure that information is shared with

parents in many different formats, ensuring that all parents receive regular updates on their children's progress. Parents' input helps staff to plan for children's future learning and development. Termly coffee mornings are held to give parents the opportunity to talk to their child's key person and review their progress. Parents welcome the opportunity to learn more about their child's development and how they can further support their child's learning at home.

- Transition to the local primary schools is excellent. Teachers visit the children in the nursery before children start school and staff share children's developmental progress with them. Nursery staff take children on school visits in the minibuses and staff work closely with the teachers to ensure that they prepare children for school. Staff encourage children's independence skills when changing from indoor clothes and shoes into outdoor waterproofs and wellington boots when they attend the forest school. Children show an exceptionally high understanding of routines.
- Forest school staff are enthusiastic about the learning opportunities children experience outside. Their well-planned curriculum supports children to develop their confidence and risk-taking skills, extending the learning environment beyond the nursery. The forest school staff have helped children develop a love of nature and children look for items when they are out on walks that they can display on the nursery's nature table.
- The nursery manager continually evaluates the setting's strengths and identifies areas for improvement. The staff team meets regularly to discuss children's progress and the next steps that are needed to ensure they are making excellent progress. The manager encourages and supports staff to access training to further their knowledge and interests. Staff report that they feel highly supported and are very happy in their roles.
- Mealtimes are exceptionally sociable occasions where staff take the opportunity to extend children's learning. For example, children celebrate each other's birthdays and even the youngest children use their language skills to count and communicate well with their friends. Children's behaviour is excellent and they demonstrate good manners.

Safeguarding

The arrangements for safeguarding are effective.

Staff are very clear on the procedures they need to take if they have concerns about children in their care. They have an exceptional understanding of the signs and symptoms which may indicate that children are at risk of harm. The manager ensures that all staff complete regular training to keep their knowledge up to date and she tests their knowledge at staff meetings. Staff are familiar with wider aspects of safeguarding such as county lines and the 'Prevent' duty in order to protect children. The manager has a robust recruitment procedure, ensuring that staff are suitable to work with children.

Setting details

Unique reference number	EY340117
Local authority	Devon
Inspection number	10124481
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 at time of inspection	2 to 4
Total number of places	34
Number of children on roll	73
Name of registered person	Cooper, Anne-Marie
Registered person unique reference number	RP514881
Telephone number	01822 851201
Date of previous inspection	28 September 2015

Information about this early years setting

Penmoor Nursery School registered in 2006. It is situated in Yelverton, Devon. The nursery opens from 7.30am to 4pm Monday to Thursday and from 7.30am to 1pm on Friday. The nursery receives free early education funding for children aged two, three and four years. There are 13 members of staff employed at the nursery. Of these, two hold early years professional status, six hold a relevant level 3 qualification, two hold a Forest School Level 3 qualification, one holds a level 2 childcare qualification, and one is an apprentice working towards a level 2 qualification.

Information about this inspection

Inspector

Amanda Cooke

Inspection activities

- The inspector and nursery manager completed a learning walk around the areas used, enabling the nursery manager to explain how the environment and the curriculum are organised.
- The inspector took into account the views of parents spoken to during the inspection.
- The inspector and the nursery manager completed a joint observation of an activity.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the effect this has on children's learning.
- The inspector looked at relevant documentation including Disclosure and Barring Service records, paediatric first-aid certificates, staff recruitment and staff supervision.
- The inspector spoke to staff and children throughout 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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