

Inspection of Grade Ruan Under 5s

Ruan Minor Village Hall, Ruan Minor, Helston, Cornwall TR12 7JN

Inspection date: 4 March 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are highly motivated, happy learners who cooperate with others superbly. For instance, children direct their own play, and engage in high-quality sensory activities. They carefully fill jugs with water, carrying them with great confidence and control. Children praise one another for their achievement, demonstrating excellent speaking and listening skills. For example, they say, 'Excuse me please', when addressing their peers and staff. Children use a very well-developed vocabulary to describe their actions. They explore changing textures and comment that play dough has become 'sticky, gloopy and very wet'. They mix scoops of flour to experiment, using mathematical language to direct one another and respond eagerly to instructions.

The manager and staff team are dedicated and share a strong vision, which helps to deliver a highly consistent approach. They enhance activities at every opportunity to ensure that all children are sufficiently challenged. For instance, young children delight as they fill spray bottles to squirt targets, helping to test their coordination and fine motor development. Older children explore the meaning of left and right as they navigate routes around the pretend 'car wash'. As a result, children make excellent progress, helping to successfully support future learning.

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

- Staff are highly reflective. They record children's targeted next steps and monitor these diligently in 'reflection books'. This process helps staff to review the impact of planning on helping children to achieve their goals rapidly. Staff are extremely knowledgeable, experienced and highly dedicated. As a result, they share a strong understanding of how to deliver the chosen curriculum exceptionally well.
- Staff plan extremely stimulating group activities which older children greatly enjoy. For example, children explore rhythm and play musical instruments as they delight in singing their favourite songs together. Such activities help children to build highly secure and stable relationships. Staff enable children to feel confident in social situations. As a result, children regulate their behaviour exceptionally well.
- Staff take every opportunity to capture 'teachable moments'. This helps children to build their knowledge and skills really well. For example, young children explore a pretend tea light. They investigate the switch and pretend to blow it out. Staff model language superbly as they describe their actions. Children are enchanted as the light 'flickers on and off'. Older children carry out observational drawings of flowers, studying them closely and demonstrating high levels of focus and attention as they warmly invite staff to share their interests with them.

- Children develop high levels of emotional well-being. They learn to manage their feelings and express themselves exceptionally well. Staff plan meaningful opportunities to include parents in workshops and training sessions. For example, parents are invited to attend a 'Calming the mind' workshop to aid well-being and develop consistent strategies to help children manage feelings of stress and anxiety.
- Staff use their knowledge from well-targeted training to ensure that children's safety and well-being are given paramount importance. For instance, they have introduced a scheme to promote oral hygiene. Staff teach children a song to help them understand safe body awareness, and they share advice with parents on safe sleep practices. This input supports parents to improve children's well-being at home. As a result, children learn to understand their bodies and what makes them unique as they practise a range of ways to stay healthy and safe.
- Parents willingly share their highly positive views on the nursery. They engage extremely well with their children's learning at nursery and at home. Parents say that children benefit from a highly consistent structure that provides superb learning opportunities through play and routines, including wonderfully nutritious snacks and mealtimes.
- Children develop a rich understanding of the world around them. Planned activities help them to explore their heritage, culture and beliefs through discussions, stories and real-life experiences. For example, the children, staff and parents plan outings to a local dairy farm. They celebrate cultural and religious events throughout the year, which helps children to understand differences between themselves and others extremely well.
- Leaders and managers have established strong links with other professionals and attend high-quality training opportunities to enhance their knowledge and skills. Managers and staff benefit from high levels of monitoring and supervision, which helps to support continual improvements in the delivery of the curriculum. When issues are identified, they are dealt with appropriately and robustly.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that staff keep their safeguarding knowledge up to date, through targeted training and regular reflection. For instance, managers test staff knowledge in meetings. All staff have an excellent understanding of how to deal with concerns about children's welfare. They are familiar with local safeguarding procedures for reporting allegations. They have an exceptional understanding of the signs and symptoms which may indicate that children are at risk of harm, including national and local issues. Leaders and managers ensure that recruitment procedures are robust and that staff are suitable to work with children. Policies to manage illness and absence are implemented robustly to help keep children safe from potential exposure to infection.

Setting details

Unique reference number	102907
Local authority	Cornwall
Inspection number	10070149
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	1 to 4
Total number of places	20
Number of children on roll	25
Name of registered person	Grade Ruan Under 5s Committee
Registered person unique reference number	RP520024
Telephone number	07929 902938
Date of previous inspection	11 March 2015

Information about this early years setting

Grade Ruan Under 5s registered in 1991. It is a committee-run group and operates in the village hall of Ruan Minor, on The Lizard, in Cornwall. It is open from 8am to 3pm on Monday, Tuesday, Wednesday and Friday, term time only. There are five members of staff. One is a qualified teacher, three have early years qualifications to level 3, and one member of staff is a level 3 apprentice. The setting receives educational funding for two-, three- and four-year-olds.

Information about this inspection

Inspector

Carly Ellicott

Inspection activities

- The inspector went on a learning walk with the manager.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector sampled a range of letters, emails and questionnaires from parents to consider their views about the nursery.
- The manager and the inspector held a meeting. The inspector looked at relevant documentation and the evidence of suitability of persons working in the nursery and committee members.
- The inspector spoke to children throughout the inspection and observed their play in the indoor and outdoor environment.

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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