

# Inspection of Baby Bugs Nursery

Tregonissey Close, St Austell, Cornwall PL25 4DN

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Inspection date: 6 August 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive enthusiastically at this welcoming nursery. Staff greet them warmly, and immediately engage them in interesting activities. It is clear that staff have friendly and caring relationships with children and know them well. This means that children are happy, secure and confident to learn and explore.

Children develop good levels of independence in preparation for their future learning. They take pride in explaining to visitors how they wash their hands thoroughly and know why this is important. Staff organise the nursery effectively to ignite children's curiosity. Children make choices about their play and follow their own interests and ideas. They delight in constructing obstacle courses and enjoy climbing and balancing. This supports their problem-solving and physical skills well.

The caring and attentive staff are excellent role models and encourage children to use good manners and be kind to each other. Children cooperate well together and play happily with their friends. For example, they share out coloured pens to decorate costumes to act out, 'The Tiger Who Came to Tea'. They take part enthusiastically and wait patiently until it is their turn to join in. Staff praise their efforts and promote their self-esteem and confidence very successfully.

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

- The manager is highly reflective and evaluates the nursery extremely effectively to improve outcomes for children. For example, she has developed new mark-making opportunities to excite children's interest in early writing. Older children beam with pride as they write their names on whiteboards, controlling their pens with good concentration and skill.
- Children are confident communicators. Babies smile, babble happily and begin to say new words with the gentle support of staff. Staff expertly encourage children to talk about their experiences and home life to enhance their speaking skills further. For example, staff help younger children to extend their sentences as they draw detailed pictures of their pets. Older children talk excitedly about starting school, using a wide and varied vocabulary. Mealtimes are social occasions where staff thoughtfully encourage conversation and develop children's social skills.
- The manager and staff provide excellent support for children who need extra help. They are proactive in seeking support from other professionals to ensure that all children achieve their full potential. The creative use of additional funding helps to meet the needs of children very effectively.
- The manager supervises and supports staff well so that they continually improve their knowledge and skills. She has developed a positive working relationship with other settings to share good practice. This has been very beneficial to

staff's professional development and enhanced the experiences they provide for children at the nursery.

- The manager and staff provide a curriculum that follows children's interests and make accurate assessments of their ongoing progress. Children become motivated learners as they enjoy their self-chosen activities. Staff skilfully encourage them as they play, developing their imaginations and creativity well. However, some group activities are not as well organised to support children's concentration and full involvement.
- Staff have a secure understanding of what children are achieving and what they need to learn next. They enthusiastically promote children's learning through exploration. For example, children are excited to search for insects outdoors. They look closely and count the number of legs and eyes, developing their counting skills well. Staff skilfully support children's language development as they encourage them to identify and describe what they see. They are less confident about extending older children's learning even further, for example, by helping them to find out more about the natural world from books.
- Partnerships with parents are strong and parents speak very highly of the staff. They talk about the importance of the meaningful relationships their children form with staff and children at the nursery. Parents appreciate the good communication they have about their children's progress. They comment favourably on the fact that their children have the skills and confidence they need to move on to school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of how to keep children safe from harm. They attend regular training to ensure they keep their knowledge of safeguarding procedures up to date. Staff know the possible signs of concern and are aware of the correct procedures to follow when necessary. They supervise children effectively and teach them how to keep themselves safe during activities. For example, staff show children how to hold scissors correctly, explaining why this is important. The management team follows a clear recruitment process to help assess suitability of staff.

## **What does the setting need to do to improve?**

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

- develop staff's understanding of how to improve their interactions with children to deepen their engagement in activities and extend their learning even further
- plan some group activities more effectively to ensure all children are able to contribute and make progress in their learning.

## Setting details

<b>Unique reference number</b>	EY343065
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10062236
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Collarbone, Sally Jane
<b>Registered person unique reference number</b>	RP513086
<b>Telephone number</b>	01726 742 33
<b>Date of previous inspection</b>	7 January 2016

## Information about this early years setting

Baby Bugs Nursery registered in 2006. The nursery is situated in St Austell, Cornwall. It is open each weekday from 7.30am until 6pm for 50 weeks of the year. The nursery receives funding to provide early education for children aged two, three and four years. The nursery employs six staff. One member of staff has a qualification at level 4, four members of staff have a level 3 qualification, and one is an apprentice.

## Information about this inspection

### Inspector

Margaret Baird

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector talked to children, parents and staff and took account of their views.
- The manager carried out a joint observation with the inspector and discussed the quality of teaching and learning.
- The inspector and manager completed a learning walk across all areas of the provision to understand how the manager and staff organise the curriculum and environment.
- The inspector looked at a range of documents and discussed self-evaluation, safe recruitment and staff suitability with the manager.

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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