

Inspection of Trevorder Teddies Day Nursery

Trevorder Family Centre, Trevorder Road, Torpoint PL11 2NS

Inspection date: 24 November 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

Not applicable

What is it like to attend this early years setting?

The provision is good

The dedicated manager and enthusiastic staff team work very well together. They create a safe and happy environment for all children to play and learn. Staff and children enjoy close and trusting relationships. Although parents do not currently come into the building, staff ensure they share key information at drop-off and collection times, and make very good use of online communication methods to keep in touch with parents and carers. The nursery curriculum provides children with a broad range of interesting and exciting experiences. There is a clear focus on supporting children's personal, social and emotional development. Children are very well behaved and play together co-operatively. Staff have a secure understanding of what children can do, understand and know. They make accurate assessments and provide good support to help each child to make the best possible progress. There is a strong emphasis on building children's communication, language and literacy skills. Regular discussions, story times and nursery rhyme singing help children to practise and learn new vocabulary, enjoy the imaginary world, and develop an understanding of their own experiences.

The nursery owner provides good assistance to her management team and staff. Together, they have successfully managed a recent unexpected rise in the number of children attending the nursery. They share a vision to continue to provide high-quality, affordable childcare and education for all children.

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

- Children with special educational needs and/or disabilities receive very good support. The management team and staff are very knowledgeable. They work closely with parents and other professionals to provide targeted interventions to help children to achieve their full potential.
- Recent changes made in the main playroom provide an open plan environment. Staff and parents report on the positive impact this has made. For example, babies and toddlers show delight to see older children play, while in the safety of their own designated area. There is increased interaction and shared experiences between all children and staff.
- Occasionally, some routine activities are not well organised. For example, children spend too much time waiting to wash their hands and to find a chair before lunch. In addition, staff bring armfuls of children's coats to the door and there is a lengthy process before children successfully find their coats in the pile and their shoes in the boxes before they are able to go outside to play. This time-consuming process happens again when children return inside. As a result, children show signs of frustration and there is a lack of purposeful engagement.
- Children are developing their self-esteem and are confident to lead during activities. For example, they delight in taking turns to be 'Mr Wolf' as they

excitedly play 'What's the time Mr Wolf?'. During mealtimes, children successfully use spoons to serve themselves and place their empty plates onto the trolley.

- Two additional small rooms have recently been refurbished. One provides children with additional sensory experiences, for example there are bubble tubes and fibre optic lighting. The other room offers child-focused teaching time, either individually or in small groups. However, the manager does not ensure staff routinely use these spaces. As a result, children and staff are not benefiting as much as they could from these well-resourced rooms.
- Attentive and enthusiastic staff sensitively help babies and toddlers to develop their skills. For example, staff praise them for their successful accomplishment of moving around the room. Lots of happy chatter, giggles and cuddles are shared.
- The management team supports staff very well. Staff comment that they feel valued and respected. They are secure in their self-evaluation of the nursery's strengths and areas for development. Additional funding is used well.
- The outdoor area is used well, for example children enthusiastically look for coloured feathers and numbered cards previously hidden by staff. Older children show they are confident to count and recognise numerals. Children enjoy digging in the sand and exploring the texture of foam. Good questioning skills by staff help to further extend children's learning.
- Parents and carers speak highly of the setting. They comment on the friendliness and professionalism of the staff. They enjoy receiving regular updates about what their child is learning and feel well informed about their progress.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff attend regular training. They have a good understanding of child protection policies and procedures including wider safeguarding concerns. They know what to do if they have concerns. Staff have put in additional hygiene measures following guidance due to COVID-19. Staff appropriately help children to recognise dangers for themselves. Comprehensive risk assessments are completed and action taken as required to ensure the setting is safe and secure.

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 daily routines to ensure the length of time children spend waiting does not have a negative impact on their learning and development
- clarify the use of the additional small rooms to ensure all children benefit from their regular use.

Setting details

Unique reference number	2594406
Local authority	Cornwall
Inspection number	10214892
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	0 to 7
Total number of places	42
Number of children on roll	88
Name of registered person	Grey, Sally Marie
Registered person unique reference number	RP905697
Telephone number	01752916090
Date of previous inspection	Not applicable

Information about this early years setting

Trevorder Teddies Day Nursery registered in September 2020. It operates from a building in Torpoint. The nursery receives funding to provide free early education for children aged two, three and four years. It is open from 7.00am to 7.00pm, Monday to Friday, all year round. The nursery employs nine staff. Of these, seven hold an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Linda Williamson

Inspection activities

- This was the first 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager led the inspector on a walk around the setting to discuss how they use their environment to implement their curriculum.
- The manager and the inspector carried out a joint observation.
- The inspector observed the quality of education, spoke with staff, and assessed the effectiveness of safeguarding and care procedures.
- The inspector held leadership and management discussions with the owner and manager and sampled documentation.
- Parents' and children's views were taken into account.

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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