

Inspection of Naturally Learning Poltair

Poltair School, Trevarthian Road, St. Austell, Cornwall PL25 4BZ

Inspection date: 16 March 2022

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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are delighted to come to this nursery. They readily explore the exciting and natural environment. They greet their friends and the staff warmly. Children flourish and make excellent progress. This is because the curriculum is exceptionally well sequenced. It is carefully designed to meet their needs. Children are highly motivated to learn. They explore the activities and resources with fascination. They quickly become involved in their play. For example, babies explore shiny bowls and scoops in the sand. They pick up items that weigh differently. This helps them to develop their coordination and strength.

Staff have very high expectations for all children. Older children are confident and considerate. They show respect and care to people and the world around them. When they are planting beans, they see an insect and ask a member of staff to help them move it somewhere safe. Children know to keep quiet near the sleep areas, so they do not wake their friends. Children learn to manage risks safely. Older children chop wood for a fire and toast crumpets for their breakfast.

Vulnerable children and children with additional needs make exceptional progress. Staff know each child and their needs incredibly well. They know how to support them intuitively. Staff work closely with parents to make sure these children have the best start they can.

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

- Leaders are sharply focused on the well-being of all staff and children. Staff have regular growth and reflection meetings with managers. Managers make sure staff have the emotional support they need to do their job well, allowing staff to support children to thrive and learn. Leaders prioritise children's nutrition, sleep and access to the outdoors. They believe these are the essential building blocks to healthy and capable children. Children have healthy and nutritious, home-prepared meals and snacks. They explore and learn in the large outside gardens and are encouraged to sleep, if needed.
- Children thoroughly enjoy learning. For example, toddlers explore sensory play dough and herbs. They use different tools to create different textures and shapes. Staff model words for shapes and draw children's attention to the different smells. Children share a story with a member of staff and call out words and sentences that are familiar to them. Staff extend their language by modelling it back to them. Pre-school children count out plates as they prepare for lunch. They discuss how many of their friends are having lunch and know to add two more plates.
- Staff observe children effectively to assess their achievements and carefully plan activities. They use nature as their inspiration to support children's next steps.

Children explore daffodils and frog spawn found in and around the pond in the nursery garden. Later, they make representations of them using colouring pencils on paper. Staff expertly extend children's skills by suggesting missing detail in the children's pictures. They label different parts of the frog spawn and flowers for the children.

- Children develop very good independence and learn to manage their own risks safely. Babies explore a banked woodland area. They freely clamber over the tree roots and pathways. They develop their coordination and balance as they navigate these spaces. Pre-school children chop wood using axes and hammers with close staff support. They help light fires and create ponds for the wildlife in their garden.
- The special educational needs manager has developed excellent partnerships with other agencies. This means vulnerable children receive the right support when needed. Partnerships with parents are extremely effective. Parents know the staff will support them with any concerns they have about their children. Leaders and managers offer support groups for new parents with babies and toddlers. They are developing a support group for parents with children who need additional support.
- Leaders offer exemplary support to staff, to ensure they are expert teachers and carers. They share their ethos and vision very clearly with the team. This means they all work as one to ensure children receive continuity of care. Leaders offer and deliver targeted training to support the needs of each cohort of children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust systems in place to safeguard children. The designated safeguarding leads understand their responsibilities and priorities, making sure all children are safe. Staff know how to recognise signs of abuse. They understand the procedures to follow if they have a concern about a child's safety or welfare. Staff attend regular training and have access to online webinars to help keep them up to date with the wider aspects of safeguarding. Managers have robust systems in place to risk assess hazards and act promptly to ensure children are kept safe.

Setting details

Unique reference number	EY485530
Local authority	Cornwall
Inspection number	10126049
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 4
Total number of places	56
Number of children on roll	92
Name of registered person	Naturally Learning Limited
Registered person unique reference number	RP905872
Telephone number	01726 63528
Date of previous inspection	12 July 2016

Information about this early years setting

Naturally Learning Poltair nursery is situated in Poltair School, St. Austell. It registered in 2015. It opens 7.30am to 6pm, Monday to Friday, all year. There are 17 members of staff, nine of whom hold suitable early years qualification. Of these, two are qualified teachers and another holds an early years foundation degree. There are five apprentices. The nursery is in receipt of funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sian Bath

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation.
- The nominated individual and the manager completed a learning walk with the inspector across all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector and the leader for pedagogy carried out a joint observation on a gardening activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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