

Inspection of Flying Start Nursery - Cornwall College

Flora House, Stone Way, Poole, Redruth TR15 3FG

Inspection date: 11 April 2022

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

What is it like to attend this early years setting?

The provision is good

Children are excited to come into this bright and airy nursery. They greet friends and staff warmly, and quickly engage in play. Children make good progress in all areas of learning. This is because the curriculum is thoughtfully planned around their interests and needs. Staff have very high expectations for all children and believe in them. Babies are encouraged to take steps independently as they learn to walk. Toddlers learn new words as they feel and touch real vegetables in the home corner. Pre-school children develop their fine motor skills as they use scissors to snip herbs for the potions they create in the garden. Staff expertly support all children. They model new words to the younger children and offer suggestions to extend the play of older children. All children stay very focused in their play. They have a can-do attitude as the knowledgeable staff encourage them with lots of praise.

Children demonstrate that they feel very safe. They are confident as they know that staff truly care for them. Children behave extremely well and calmly follow the routines. They know what is expected of them and are very considerate towards each other. For instance, older children support younger children as they climb on a frame. They clap in delight when they succeed.

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

- Babies develop their senses and learn new words rapidly as they explore lights and sounds in sensory baskets. Toddlers learn to chop fruit for snack independently, which helps to develop their fine motor skills. They also begin to understand risk when they use knives safely. Pre-school children learn mathematical concepts when they play. They discover the difference between heavy and light as they weigh food in the home corner. Children compare lengths. They talk about 'short' and 'long' as they draw chalk lines to represent the length of animals from Africa. However, while leaders and managers aim to promote children's language development, at times staff use slang rather than the correct words.
- Leaders and managers support staff extremely well. They are passionate about ensuring staff are happy and healthy. They know this has a positive impact on the children. Leaders use supervision meetings and mentoring systems effectively to evaluate strengths and areas for growth. They encourage staff to develop and learn, and offer excellent training opportunities. Staff have recently attended a communication and language course. As a result of training, they have adapted their classrooms to include communication-friendly areas to encourage children's speech. They have also introduced resources to support the team with the key vocabulary they want children to learn.
- The nursery staff have excellent partnerships with parents. They have

reintroduced stay-and-play sessions. This allows parents to understand how the nursery supports their children's learning. Parents use this knowledge to extend their children's learning at home. They greatly value the communication they receive from their child's key person. Parents are informed about their children's progress and next steps, for example during meetings with their child's key person.

- Children develop an excellent awareness of healthy lifestyles throughout the setting. They move freely, exploring, climbing and balancing in the garden. Children grow vegetables, such as peas, and learn how to care for them. They harvest the vegetables for the nursery cook to use. Children eat healthy, home-cooked lunches together and talk about how the food helps them to grow. Older children brush their teeth after their meals and learn how to care for their teeth effectively.
- Knowledgeable staff carefully observe the children. They use effective assessment and planning to ensure all children make good progress, including those with special educational needs and/or disabilities (SEND). The special educational needs coordinator has excellent partnerships with local speech and language therapists and with the local authority. The coordinator works collaboratively with parents and staff to ensure that children with SEND thrive and receive the right support.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent knowledge of how to keep children safe. They know how to quickly identify and report concerns about children. Comprehensive training and policies help to ensure staff are up to date and very knowledgeable about safeguarding issues, including the 'Prevent' duty. Staff know how to report concerns about other staff appropriately. Leaders have a robust recruitment system to ensure all staff are suitable to work with children. Regular risk assessments and effective staff deployment help to keep children safe at all times.

What does the setting need to do to improve?

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

- ensure staff consistently use and model correct words when supporting children to develop their language skills further.

Setting details

Unique reference number	EY426162
Local authority	Cornwall
Inspection number	10232746
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	96
Number of children on roll	147
Name of registered person	Flying Start Nurseries (SW) Limited
Registered person unique reference number	RP910638
Telephone number	01209610666
Date of previous inspection	16 November 2016

Information about this early years setting

Flying Start Nursery - Cornwall College registered in 2011. It is part of the Flying Start Nursery group and is situated in Cornwall College in Pool, Redruth. The nursery is open from 8am to 6pm, Monday to Friday, all year round. It receives funding for two-, three- and four-year-old children. There are 22 members of staff. Of these, two are early years professionals, one has a degree in early years and childcare, one has a level 5 qualification in early years and childcare, and 15 have a suitable level 3 qualification in early years and childcare.

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 of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about their friends and what they like to do when they are at the nursery.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with leaders about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The room leader and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took their views into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff to work 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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