

Inspection of Naturally Learning Truro

17/19 Treyew Road, Truro, Cornwall TR1 2BY

Inspection date: 10 May 2022

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| Overall effectiveness | Good |
| 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

Children are happy and build strong relationships with the staff, who are kind and nurturing. Younger children and babies settle quickly due to an effective key-person system. They receive cuddles and reassurance when needed. Children are independent and freely explore the nursery. They serve their own food, pour their own drinks and wash their own plates at mealtimes. Children are creative and work together to solve problems. They use their feet to make a groove in the woodchips to create a 'road'. Staff develop children's awareness of the natural world and how to care for it. Children learn about the anatomy of flowers, grow vegetables and learn about life cycles.

Children are active. They ably climb and balance in the outdoor area. Younger children enjoy opportunities to explore through sensory play. Children manipulate play dough, make marks in a variety of ways and enjoy small-world activities. This helps to develop the muscle strength needed for early writing. Older children learn to take risks safely. They climb trees in the forest school, turn bagels on the outdoor stove and make dens. Children behave well. Older children share resources and take turns. When minor disagreements occur, these are managed well by staff. Overall, staff take appropriate steps to ensure a safe and secure environment.

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

- Staff plan a broad and well-sequenced curriculum and have high expectations for all children. In particular, staff plan exciting activities to help children to learn about the world around them and nurture a love of nature. For example, children grow edible flowers which they make into a cordial.
- All children make good progress in all areas of learning. Any gaps are quickly identified through continuous assessment. Staff work effectively with the special educational needs and/or disabilities coordinator (SENDCo) and ask for additional support, when needed.
- Children with special educational needs and/or disabilities benefit from targeted support and intervention from a passionate and well-qualified SENDCo. The company also employs a dedicated lead who has oversight and extensive knowledge in this area.
- Managers monitor the quality of teaching and provide staff with ongoing coaching. Staff receive regular 'growth and reflection checks' to help focus their training and development needs. Staff say that they feel well supported by leaders and managers.
- Leadership and management are generally strong. However, there are some inconsistencies. When staff are moving to new roles, they do not always receive a thorough induction beforehand. This means that they are not always well prepared for their role or fully understand their responsibilities. As a result, some

aspects of their role are not completed as effectively as they could be.

- Staff are positive role models and praise children's efforts well. Children are polite and learn good social skills. They play cooperatively and follow the rules and routines of the nursery.
- Children learn about being healthy. They are provided with wholesome food and enjoy plenty of fresh air. Food is prepared fresh on the premises, and children sit and eat together. Managers and staff have a good understanding of children's dietary requirements, preferences and allergies.
- Children enjoy listening to staff reading stories and they also have access to reference books and information. Children recall stories with confidence. They are encouraged to use their imagination to create their own stories. In the forest school, a member of staff supports children to add ideas to a story as they sit around the fire pit.
- Overall, staff engage well with children and demonstrate a good understanding of children's individual learning needs and how to support these through play. However, on occasion, staff do not provide enough challenge or develop children's vocabulary and communication to the highest level.
- Partnership with parents is a key strength. Parents say that they are very happy with the care and learning their children receive. Staff share their passion for the outdoors through family days in the forest. Parents receive information to extend children's learning at home through online presentations.
- Children are well prepared for their next stage in learning. Staff work effectively with schools to ensure children have a successful transition. They carefully plan and organise children's progression to the next room in the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Safer recruitment procedures are followed to ensure staff who look after children are suitable. There are good systems in place for identifying children who might be at risk. The designated safeguarding lead works effectively with other professionals to keep children safe. Most staff have a good understanding of the signs and symptoms of abuse and how to report their concerns. They also know how to deal with potential allegations about another member of staff. Risk assessment procedures are in place.

What does the setting need to do to improve?

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

- support and coach staff further to ensure that all children experience consistently high-quality interactions to extend their learning to the highest level.

Setting details

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| Unique reference number | 2585350 |
| Local authority | Cornwall |
| Inspection number | 10237519 |
| 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 8 |
| Total number of places | 68 |
| Number of children on roll | 219 |
| Name of registered person | Naturally Learning Limited |
| Registered person unique reference number | RP905872 |
| Telephone number | 01872 858255 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Naturally Learning Truro registered in March 2020. It is situated in Treyew Road, Truro. The nursery opens each weekday from 7.30am to 6pm. It receives funding to provide early education for children aged two, three and four years. There are 28 members of staff who work with children. Of these, 15 staff hold qualifications at level 3 or above, including two who have qualified teacher status. One member of staff has a level 2 qualification and 12 staff are unqualified.

Information about this inspection

Inspectors

Lisa Large
Samantha Powis

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.
- Leaders, managers and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- Children talked to the inspectors about their friends and what they like to do when they are at nursery.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors spoke with the senior management team and the nursery manager about the leadership and management of the setting.
- The inspectors spoke to several parents during the inspection and took account of their views.

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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