

Inspection of The Long Garden Early Years Centre

Hurdon Road, Launceston, Cornwall PL15 9JR

Inspection date: 16 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 benefit from interactions with staff who know them well. For example, if children are upset when they arrive, familiar staff provide them with comfort. Children sit on their knee until they feel safe and confident enough to explore and investigate on their own. Children know and follow the routine in the nursery well. They take responsibility for caring for the environment as they help staff to tidy away toys when asked.

Children spend a lot of time outdoors in the garden where they confidently explore the nursery environment and demonstrate that they are active in their learning. They are curious and move freely between activities, selecting things that interest them. Children explore a variety of activities that support their individual interests. For example, younger children enjoy playing with the small-world doll's house. Staff support them to learn new words and skilfully interact with them, modelling words and actions to them.

Children's behaviour is exemplary. Children show extremely high levels of concentration, and they persevere with tasks until they get them right. They show such excitement when staff read stories and sing songs with them. All children take pride in their learning, and they understand the benefits of cooperating with each other. For example, they thank each other for sharing the puzzle pieces and tell staff how 'kind and helpful' their friends are.

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

- Clear intent and implementation of a well-planned and carefully thought-out curriculum have a good impact on the children and their learning and development. Children are curious, inquisitive and highly motivated learners.
- The manager is ambitious and passionate about providing high-quality care and education. She supports staff with regular supervision sessions and training to ensure that they all understand their roles and responsibilities. The manager monitors and reflects on practice and implements changes to make improvements. For example, she recognised the need to introduce visual aids in the setting to support some of the children. This helped the children to develop their language skills.
- Staff have created an inclusive environment which values children's individuality well. They promote children's home languages and invite members of the community into the setting to teach the children about festivals and celebrations. This supports children to learn to respect and value their wider diverse community.
- The manager and staff use outdoor activities as an integral part of learning and development. All children are very active and develop good physical skills. For

example, they climb, balance and take risks on the equipment provided. They learn about the natural world as they hunt for bugs, and they use magnifying glasses to take a closer look at what they have found. Staff share books with the children to further support this learning.

- Staff seize every opportunity to use their interactions with children to develop children's knowledge of communication and language. They are quick to build on children's interest and curiosity. Staff skilfully add to and reinforce new vocabulary. However, at times, staff do not always help children to develop their mathematical thinking further. For example, they do not encourage children to count out how many bugs they have found or how many coins they have.
- The manager has high expectations for all children. The manager knows how to use additional funding to ensure that children from disadvantaged backgrounds and children with special educational needs and/or disabilities have access to the curriculum and make good progress from their starting points in learning.
- Children have extremely positive attitudes to learning. They sustain their interest in activities and develop resilience and perseverance in their learning. Children are confident to share and take turns. They play exceptionally well together, often helping each other out with their learning. For example, children offer verbal support and 'helping hands' to each other when some of the children are worried about jumping off the logs. Staff remind children about some nursery rules, teaching and modelling how to have 'kind hands' and making sure that 'listening ears are on'.
- The manager and staff support children to be emotionally ready for their move on to school. They invite teachers into the nursery to see and interact with the older children. This helps children to become familiar with the adults who will be caring for them.
- Parents praise the passionate and dedicated staff team and value the bonds their children have with the staff. Staff work in harmony with parents to best support the children to make good progress and achieve their full potential. Communication between the setting and parents is highly effective.
- The manager leads her staff team very well. She offers staff valuable support and training to extend their professional development. Staff say that the manager supports their well-being effectively.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge and understanding of all aspects of child protection. They confidently describe the signs that indicate that a child may be at risk of harm or extreme behaviours. Staff also understand the procedures to follow if they are concerned about the practice of another member of staff. They know how to report these concerns within the nursery and to relevant safeguarding agencies. The setting is safe and secure, and the manager has good systems in place to ensure that children are kept safe while they are at the setting.

What does the setting need to do to improve?

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

- support children to develop their early mathematical skills and knowledge, paying particular attention to counting skills and using numbers.

Setting details

Unique reference number	2589360
Local authority	Cornwall
Inspection number	10251190
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	30
Number of children on roll	30
Name of registered person	Lucy Huckle Early Years Ltd
Registered person unique reference number	2589359
Telephone number	01566 504 993
Date of previous inspection	Not applicable

Information about this early years setting

The Long Garden Early Years Centre registered in 2020 and is located in Launceston, Cornwall. It operates on weekdays, from 8am to 4pm, term time only. All staff hold an appropriate early years qualification. The nursery provides funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Stephanie Ayres

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to staff at appropriate times during the inspection and took their views into account.
- The inspector carried out a joint observation with the manager to evaluate the curriculum intent.
- The inspector looked at the relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed interactions between children and staff.

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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