

# Inspection of Cooper Trees Nursery Ltd

Saltash Parkway Industrial Estate, SALTASH, Cornwall PL12 6LF

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Inspection date: 10 October 2022

**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 Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and demonstrate they feel safe. They show their feelings of emotional security when they leave their parents at the door on arrival and enthusiastically explore the attractive play spaces. Children are curious. They engage well in their play and activities and demonstrate a positive attitude to learning. In particular, they develop a love of books, asking adults to read to them over and over again. Children become engrossed and show delight as they listen to the story and comment on the pictures. Managers and staff provide exciting and engaging activities for children of different ages. All children make good progress in preparation for later learning. Older children learn to count and to represent numbers using their fingers. Younger children develop their coordination and dexterity, for example as staff support them to use tweezers to pick up small items.

Children are kind, caring and develop good social skills to help them form friendships. Older children share and take turns in their play. For example, when they complete separate jigsaw puzzles alongside each other, they help their friends to find the pieces they need and then agree to swap when they have finished. Staff praise children's efforts and achievements and build their self-confidence. Children confidently show the construction models they have made to all staff, calling out 'Look what I did!' with pride.

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

- Since the last inspection, the owners, who co-manage the setting, have taken swift action to address the previous breaches of the safeguarding requirements. They promote children's welfare effectively and provide a good standard of care and education.
- The managers have a clear understanding of what they want children to learn and achieve. They support staff to provide children with a broad and stimulating curriculum. Staff identify children's stage of development accurately and plan appropriate next steps in learning. During some group activities, staff do not target the individual learning needs of each child as precisely as they could, to help them make even greater progress.
- Children with special educational needs and/or disabilities receive targeted support to help them make good progress. The managers and staff ensure parents are fully involved in their children's learning and they work closely with other professionals, to respect and meet children's individual needs.
- Children develop the skills to express themselves clearly and confidently, using a good vocabulary. Staff model and explain new words, such as 'fuel' and 'spectacles', and the children use these later in the correct contexts. At times, staff are not as confident to provide strong support for children who require

additional help with their language.

- Staff form strong bonds with the children, who greet them affectionately with cuddles and smiles when they enter the setting. When children occasionally arrive feeling upset, their key person uses the children's interests and what they know about them to settle them in kindly and sensitively. These children quickly feel comfortable and contented and join in with their friends.
- Staff support children's social and emotional development well. They place great emphasis on teaching children to recognise and learn how to manage their feelings and behaviour. Older children identify how their actions and words may have affected their friends. They seek to make amends when their friends are upset, for example by offering them a turn during games.
- All children develop the confidence to manage their self-care needs independently. Staff encourage them to try to wipe their nose and to put on their coat and boots. When children spill milk while attempting to pour their own drinks, staff kindly explain that the mess can be easily cleaned. This helps to reassure children, so they try again.
- Partnerships with parents are good. The managers and staff share information with parents in a range of ways, to keep them up to date about their children's care and learning. Parents comment very positively about the relationships between staff and children, the range of activities their children participate in and the good progress their children make.

## Safeguarding

The arrangements for safeguarding are effective.

The managers have a good knowledge and understanding of their roles and responsibilities to safeguard children's welfare. Since the last inspection, the managers have worked well with the local authority and all staff have completed additional safeguarding training. This has improved their knowledge and understanding of safeguarding, including how to recognise signs of abuse and how to manage any allegations against staff. The managers and staff use risk assessment effectively to keep children safe at the setting. They are deployed well and supervise children 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:**

- support and coach staff to build their confidence and skills, to provide more effective help for children who may require additional assistance with their language development
- review the planning of group activities to target the individual learning needs of children more precisely, to provide each child with good challenge and extend their learning further.

## Setting details

<b>Unique reference number</b>	EY454806
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10245635
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Cooper Trees Nursery Limited
<b>Registered person unique reference number</b>	RP532068
<b>Telephone number</b>	01752 846380
<b>Date of previous inspection</b>	13 May 2022

## Information about this early years setting

Cooper Trees Nursery registered in 2012. It is a privately owned provision situated at Saltash Industrial Estate. The nursery is open each weekday from 8am until 5.30pm, for 49 weeks of the year. The nursery receives funding for nursery education for children aged two, three and four years. There are five members of staff employed to work with the children. All staff hold early years qualifications in childcare and education, including one of the owners/managers who has qualified teacher status.

## Information about this inspection

### Inspector

Sarah Madge

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to staff at appropriate times during the inspection and also talked with and read books to the children.
- The inspector and a manager went on a learning walk. The manager told the inspector what they want children to learn and how they plan the curriculum to achieve this.
- The managers and the inspector carried out joint observations, to reflect on the quality of teaching and learning.
- The inspector spoke to parents and took into account their views about how well the setting cares for their children.
- During a leadership and management meeting, the managers discussed the day-to-day running of the setting and their procedures and showed the inspector a small selection of documents.

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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