

Inspection of Daisy Fays Truro & Truro Forest School

Petherton House, Kenwyn Road, Truro, Cornwall TR1 3SH

Inspection date: 4 January 2023

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 confident and happy in this nursery. The managers and staff have created an inviting and interesting learning environment. The children feel secure in their relationships with the staff and their key persons. This security and confidence enables children to relax, feel comfortable and learn new skills and knowledge. Children enjoy going to the nursery and make good progress across the areas of learning.

Children's behaviour is positive. Older children understand how their behaviour impacts on others. They are kind to each other. For example, they enjoy helping each other clear away their toys and drawings before snack time. They know how to share. They have fun and enjoy laughing and playing with their friends. Children have a sense of what makes them special as an individual and staff support them to explore, manage and express their feelings and emotions.

Staff support children to be independent. Pre-school children prepare themselves for going outdoors. They confidently put on their coats, rain boots and extra outdoor clothing. Children develop fine motor skills as they choose and then serve themselves their snack and lunch with tongs and spoons. They wash their dishes afterwards.

Children have access to lots of toys and interesting activities that the staff have planned. For example, babies really enjoy exploring rhythm and noise together with a large flat drum and beaters.

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

- Managers have created an ambitious curriculum which covers the learning requirements of the early years foundation stage. Staff plan interesting activities and projects which the children enjoy. For example, the pre-school children are exploring superheroes. Staff give children time to think and respond to open questions. However, opportunities to extend vocabulary further and support all children to become excellent communicators with a rich variety of words are sometimes missed.
- The outdoors area of the main nursery has lots of resources. Toddlers enjoy playing on an assault course of tyres, wooden planks and a slide. They develop skills in balancing, climbing and sliding. Staff guide children in their play and offer lots of positive praise. Babies are supported to explore the outdoors environment and develop their movement skills like cruising and walking. However, staff miss opportunities to support children's learning and development even further by extending outdoor adult-led activities.
- The manager has developed a strong provision for children with special

educational needs and/or disabilities (SEND). Children with SEND are well supported and make good progress. The nursery uses Makaton sign language and visual cues consistently in all areas of the nursery. Children who are non-verbal subsequently build good communication skills. Children who speak English as an additional language are very well supported. The nursery has developed a language card system with basic words and actions in a number of different languages. This supports staff to communicate with children who speak English as an additional language effectively and to help children settle and feel confident in their care. Families of children with SEND and/or those who speak English as an additional language are well supported.

- The manager has created a positive working environment. Staff report they are very happy to come to work and really enjoy their work. Staff work well together as a team. Well-being is high and staff retention is good. Staff are supported in their continued professional development and undertake courses that enable them to further support the needs of the children in the nursery.
- Managers and staff have good links with local schools. Primary teachers visit the pre-school room of the nursery to develop relationships with children. Children are well prepared for the next stage of learning.
- The forest school part of the nursery is an area of rich learning and development. Older children enjoy being outdoors and the freedom to explore and learn in an open space. The forest school has strong links with the main nursery. All staff know children's progress and next steps and the forest school staff sometimes work in the main nursery. Children enjoy eating their lunch outdoors near the firepit area. On warmer days, children help cook afternoon snacks on the fire. The staff support children to be safe outdoors and to take appropriate risks. They guide children to make healthy food and exercise choices. Children enjoy tasting new fruits like pomegranate and physalis. Children explore two new numbers, two new letters and a new Makaton sign each week. Staff support most-able children to extend their learning further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers follow a rigorous recruitment procedure and conduct appraisals and suitability checks every term. Staff inductions are thorough and new staff feel well supported. Managers have created suitable safeguarding arrangements and good links with local safeguarding leads in the region. Staff know how to recognise the signs of possible abuse. They are knowledgeable in safeguarding procedures and feel confident in how to put safeguarding arrangements into practice.

What does the setting need to do to improve?

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

- develop interactions with children to support them to build a richer vocabulary and become more confident communicators
- support staff to develop adult-led activities further in the main nursery outdoors area.

Setting details

Unique reference number	2597270
Local authority	Cornwall
Inspection number	10263587
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	63
Number of children on roll	83
Name of registered person	Daisy Fays Limited
Registered person unique reference number	RP538215
Telephone number	01872 303666
Date of previous inspection	Not applicable

Information about this early years setting

Daisy Fays Truro & Truro Forest School registered in 2020. It operates from premises in Truro, Cornwall. It is open weekdays from 7.30am to 6pm throughout the year, except at Christmas. The nursery receives funding for children aged two, three and four years. The nursery employs 15 childcare staff. Of these, two have early years degrees at level 7, one is qualified at level 6, nine are qualified at level 3, one is qualified at level 2 and two are apprentices.

Information about this inspection

Inspector

Victoria Jones

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 inspector spoke with the staff and children during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation and 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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