

Inspection of Egloskerry Nursery

Egloskerry, Launceston, Cornwall PL15 8RT

Inspection date: 22 May 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children have a wonderful time at this nursery. Managers and staff ensure children build strong relationships. They understand the importance of developing confidence and security to enable children to thrive. They create a warm, inviting and nurturing environment, full of exciting and engaging activities that stimulate children and build on their interests. Children are very happy and secure in the nursery. They laugh and smile as they joyfully play with their friends and staff. They are very curious learners who are confident in the routines and know what is expected of them.

Children ask lots of questions and develop excellent communication skills. Staff interactions with children are of an exceptional high quality. Children are guided to consistently use new vocabulary. For example, they discuss the 'consistency' of dough and the 'whizzing' effect of the hand whisk they are using. Managers and staff ensure children have outstanding foundations for future learning.

Staff guide children to develop creatively. For example, staff help children to create a pretend tractor from two bottle crates which they ride on, pretending to be farmers. They discuss the countryside and animals they see. Staff spontaneously create fun additional activities that they weave into children's play and which cover all areas of the curriculum. For example, staff introduce counting, new vocabulary and a discussion about habitats in the role-play game.

Children develop exceptional independence. At snack times, they prepare the tables with tablecloths, plates and cups. They eagerly cut bananas, apples and oranges for everyone to share together. Children kindly collect more fruit for their friends when items are finished. The cooperation and concentration in their preparation are wonderful. At the end of snack time, children confidently clear away and put the tablecloths in the correct washing pile. They beam with happiness at their achievements, and staff praise children for their skill and teamwork.

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

- The manager has created an ambitious curriculum that is securely embedded across the nursery. Staff have a firm and shared knowledge of what managers want children to learn and how to best guide children to make excellent progress in their learning and development. The impact is highly effective on what children know, remember and can do. Children have lots of opportunities to practise and develop their knowledge and skills. Their experiences build consistently over time and prepare them very well for the next stage of learning. Children from all backgrounds do well, and children with special educational

needs and/or disabilities achieve the best possible outcomes.

- The manager and staff go above and beyond to ensure children experience a rich set of learning experiences. The manager recognises the positive impact that pleasure has on children's progress in their learning. For example, the children explored the King's Coronation and surrounding topics. Staff created a week-long celebration, including daily role-play 'visits' to London sites. Parents brought children prepared for 'excursions' each day, and staff guided children to visit a 'zoo' in the outdoor forest school area. On other days, staff supported children to experience afternoon tea at a hotel and visit a London museum. Other cultural projects, for example with a focus on Chinese New Year, follow the same extensive planning and week-long exploration to ensure children enjoy a wonderful week of embedded learning and understanding.
- Children demonstrate high levels of self-control and try hard to overcome difficulties. Staff quickly offer support when needed. For example, children undertook an activity where they made salt dough. Children confidently recalled the ingredients and collected the items from their kitchen area. They independently poured the ingredients into bowls to create the mixture. Staff made suggestions, for example asking children that if the mixture is too sticky, what they should add. Children quickly and eagerly suggested they need more flour. Staff enable children to build their independence and confidence and to develop their critical thinking.
- Relationships between children, parents and staff reflect a positive and respectful culture. Parents feel very confident in the care their children receive. They comment on the excellent progress children make and highly recommend the nursery to others. Parents feel very well supported by the nursery, and staff provide parents with effective information about what the children do and why.
- Leaders ensure that they and staff receive excellent, focused and highly effective training. Staff knowledge builds over time, and this translates into the improvements in the curriculum and children's progress. Leaders ensure that staff engagement with children is consistently of a high level and that issues are dealt with quickly. Staff report very high levels of support for any well-being issues and love working at this nursery.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff are fully aware of their duty to protect the children in their care. They follow robust recruitment procedures and conduct regular appraisals to ensure staff are suitable to work with children. Managers create effective safeguarding policies and procedures, and staff undertake regular training to keep their knowledge in safeguarding matters up to date. Staff are confident in recognising the signs of possible abuse. They know how to record their concerns and who to contact should they need to refer the situation to others. Managers conduct regular risk assessments of the premises and equipment to ensure children are safe from harm.

Setting details

Unique reference number	EY494404
Local authority	Cornwall
Inspection number	10289559
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	20
Number of children on roll	20
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	01566 785684
Date of previous inspection	29 November 2017

Information about this early years setting

Egloskerry Nursery registered in 2015 under the ownership of the Pre-School Learning Alliance organisation. It operates from premises located on the Egloskerry Primary School site, near Launceston in Cornwall. The nursery is open Monday to Friday, from 8.45am until 3.15pm, during term time only. The nursery receives early education funding to provide free places for children aged two, three and four years. There are three staff employed to work with the children. One holds a level 6 early years qualification, and two hold level 3 early years qualifications.

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 manager led the inspector on a learning walk and discussed how she delivers the curriculum.
- The inspector observed the quality of the curriculum during activities and assessed the impact this has on children's learning.
- The inspector spoke with the staff and children during the inspection.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector read feedback from 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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