

Inspection of Little Minnows

51 Lemon Street, Truro TR1 2PE

Inspection date: 8 June 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 happy and confident in this nursery. They are secure in their strong relationships with staff, and eagerly enter the nursery after they say goodbye to their parents. Managers provide a high-quality education. The curriculum is ambitious for all children, and supports children to progress across all areas of learning. Staff speak in soft voices and guide children to express their ideas and opinions in meaningful conversations. They ensure that children build a rich vocabulary by introducing new words into conversations, and children communicate with confidence. For example, babies enjoy babbling and making sounds, and pre-school children speak in complex sentences. Staff have high expectations for children and activities are well planned. Staff give children time to develop their games, imagination and creative thinking skills. For example, they support older children to enjoy pretending to be teachers and read a book to others in the group. Children make good friends, play together well and happily share and take turns.

Children of all ages enjoy lots of time to explore outdoors. Older children develop core strength and agility, as they balance on low beams or play on a tyre swing hanging from a tree. Staff support children to take time to reflect and relax in quiet areas outdoors. They guide children to understand and express their emotions through discussions and reading books.

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

- Managers have created a curriculum which is well sequenced and builds on children's prior knowledge. Staff give children opportunities to practise what they know and can do. For example, they support pre-school children to extend an activity. Children initially printed pine cones into dough. With staff support, they extended this activity into creating dough 'cakes' which they place onto oven trays that they had independently lined with muffin cases. Children are curious, engaged and make good progress in their learning and development. However, managers do not ensure that staff make best use of all opportunities to help children learn about numbers, counting, shapes and measurement.
- Babies are confident and cheerful in their indoor and outdoor learning environments. Staff create age-appropriate activities. For example, they guide babies to develop their senses and hand-to-eye coordination as they explore textured card, discovering 'rough' and 'smooth'. Staff take babies on trips to the local park where they enjoy playing in the grass and observing wildlife. However, managers do not always provide opportunities for babies to develop their strength, balance and coordination further.
- Leaders and managers have developed positive relationships with parents. They communicate with parents in a variety of ways and welcome them into the nursery for meetings and special events. Parents are happy with the good

progress their children make in their learning and development and recommend the nursery to others. However, at times, not all parents receive up-to-date information about the activities and experiences available to their children, to keep them fully informed.

- Staff provide good support for children who speak English as an additional language. They use effective strategies to guide children to develop language and communication skills. For example, staff ensure they learn basic vocabulary from children's first languages to better support them to communicate and feel confident in the nursery.
- Leaders and managers have built a team of staff who are confident in their roles and enjoy coming to work. Staff feel supported by managers. They understand the curriculum that managers have created, and enjoy planning activities which stimulate children's interests and emerging needs. Leaders have created strong links with other early years professionals, to help them continually develop and improve their provision.
- Children with special educational needs and/or disabilities (SEND) make good progress. Staff are well supported by the special educational needs and/or disabilities coordinator, who implements successful strategies for children's learning and development. Staff know the children in their care well and parents of children with SEND feedback positively about the care their children receive.
- Staff support children to develop their independence skills. At mealtimes, older children confidently pour their drinks and clear away their food. Staff guide pre-school children to enjoy outdoor sessions, where they make a fire and cook sausages to eat. Children are confident in the rules and routine and enjoy this experience. They sing songs around the fire as they wait for the food to cook.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers follow a rigorous recruitment procedure and conduct regular appraisals and suitability checks to ensure that staff are suitable to work with children. 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 know how to put safeguarding arrangements into practice. Staff support children well to be aware of potential risks, and how to manage these situations as they play. Managers conduct regular risk assessments of the premises and equipment to ensure children are safe.

What does the setting need to do to improve?

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

- make best use of all opportunities to help children learn about numbers, counting, shapes and measurement
- provide more opportunities for babies to develop their strength, balance and coordination further
- develop strategies to consistently inform parents about activities children do and why.

Setting details

Unique reference number	2638244
Local authority	Cornwall
Inspection number	10291735
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 5
Total number of places	55
Number of children on roll	132
Name of registered person	Little Minnows Ltd
Registered person unique reference number	2638243
Telephone number	01872307788
Date of previous inspection	Not applicable

Information about this early years setting

Little Minnows registered in 2021 in Truro, Cornwall. The nursery is open from 7.30am to 6pm each weekday, all year round. There are 18 members of staff, including the manager. Of these, two hold relevant early years qualifications at level 6, 11 are qualified at level 3, two hold level 2 qualifications and three are unqualified.

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 setting.
- The manager led the inspector on a learning walk and discussed how she delivers the curriculum.
- The inspector spoke with the staff and children during the inspection.
- 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.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- 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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