

Inspection of Nurture Day Nursery & Pre School

Nurture Nursery School, 9 Eliot Gardens, NEWQUAY, Cornwall TR7 2QE

Inspection date:

6 September 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff develop strong relationships with the children and help them to feel emotionally secure at the nursery. For example, staff pay the children their full attention when speaking with them and show interest in what the children have to say. All children, including new babies, arrive happily, separate from their parents with ease and form strong attachments to the warm and friendly staff.

Staff provide an attractive and well-resourced environment for children to explore. Children show periods of enjoyment and concentration as they engage in the range of activities that staff plan for them. However, at times, staff do not provide children with appropriate support, challenge or purpose to help every child engage in their play and make good progress in their learning. Due to these weaknesses in the planning and organisation of the curriculum, on occasion, some children lose focus and become over excited. This creates a noisy environment and disrupts other children's learning.

Overall, staff support children's communication and language development well. They respond enthusiastically to babies when they babble and communicate their needs. For example, staff clarify that the babies want more food when they request this using signing. Staff working with toddlers often repeat what the children say to model the correct pronunciation of sounds before responding. Staff in the pre-school room teach children new words. However, staff do not consider how to support children who speak English as an additional language (EAL) as effectively.

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

- The provider, who is also the manager, is clear about what they want children to achieve at the nursery. However, they do not monitor the curriculum closely enough to ensure that it meets the learning needs of all children consistently. Although staff assess children accurately, some staff do not consider or target the children's next steps in learning when planning and providing activities. Consequently, some children do not receive suitable levels of challenge to extend their learning.
- Children develop a love of books. Staff encourage pre-school children to sit quietly and look at books by themselves. The children enjoy looking at the pictures and talk about what they see. Children repeatedly ask staff and visitors to read them stories, and when they reach the end of one book, they request another.
- At times, staff do not organise themselves well to ensure that every child receives some support and interaction during their self-chosen play. This leads to some children disengaging from their games and becoming unfocused. For example, they shout loudly and spin around excitedly without purpose before

falling on the floor, which disrupts other children's activities.

- Staff promote children's health effectively. They provide nutritious meals, repeatedly apply sun cream and remind children throughout the day to drink plenty of water. Staff ensure that all children have opportunities to enjoy the outdoor areas. Babies have plenty of floor space to move around and develop their strength and balance. Toddlers enjoy jumping around excitedly as they dance to their favourite nursery rhymes.
- Children who speak EAL do not receive the support that they need to extend their communication skills as effectively as other children. Staff do not work closely enough with parents to identify ways to promote children's home languages at the nursery and to assess the language development of children who speak EAL more thoroughly.
- Overall, children play well alongside and with each other and follow staff's instructions. Staff remind children of the importance of sharing with their friends. They help the pre-school children to recognise and manage their feelings and emotions and to consider how their own actions might make their friends feel.
- Staff teach children to take care of themselves. Children learn to be independent at mealtimes, such as when using cutlery to feed themselves and wiping their faces after. Toddlers proudly inform staff that they can manage these tasks for themselves without help. Staff working with the babies give the children the confidence and space to try to climb the steps to the slide, standing close to them to provide support if needed.
- Pre-school children are imaginative and follow their own ideas. For example, they playfully decide to add hot sauce to the pretend chocolate milkshakes they make for their friends and visitors.
- Parents comment positively about the care their children receive and feel that the children have formed secure relationships with staff. Parents state that staff share detailed information with them about the children's care and education to keep them informed.

Safeguarding

The arrangements for safeguarding are effective.

The provider ensures that staff complete safeguarding training and checks their understanding of safeguarding matters during discussions and meetings. Staff know how to recognise concerns about children's welfare. They understand the procedures to follow to report and refer these to the designated safeguarding leads and external agencies. Staff carry out and implement risk assessment effectively. For example, staff working with babies gently cup the back of their heads as they use the slide to prevent them from banging their head. The provider follows safer recruitment and vetting processes, including ensuring that staff are not left unsupervised with children if their suitability checks have not yet been obtained.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
monitor the implementation of the curriculum to ensure that staff target children's learning and development needs more consistently	29/09/2023
support and coach staff to provide all children with the help and interaction needed to engage them in their chosen activities and develop their concentration skills.	29/09/2023

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

- develop and implement strategies to support children who speak EAL to use their home language in their play and learning and to help assess their communication and language development more effectively.

Setting details

Unique reference number	EY439636
Local authority	Cornwall
Inspection number	10309564
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	42
Number of children on roll	48
Name of registered person	Nurture Day Nursery & Pre School Limited
Registered person unique reference number	RP531252
Telephone number	01637 839340
Date of previous inspection	11 April 2019

Information about this early years setting

Nurture Day Nursery & Pre School re-registered in 2011 and is situated in Newquay, Cornwall. The nursery is open each weekday, from 8am to 6pm, all year round. It provides free early education funding for children aged two, three and four years. There are 10 members of staff, including the manager, who is also the owner. Of these, eight hold relevant qualifications at level 3.

Information about this inspection

Inspector

Sarah Madge

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 provider and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of activities with the provider.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery during discussions with the provider.

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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