

Inspection of Naturally Learning Charlestown

OLD CHURCH HALL CHURCH ROAD, CHARLESTOWN, ST AUSTELL PL25 3NS

Inspection date: 14 November 2024

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive. Staff are nurturing and have strong bonds with them. Children settle quickly and feel safe and confident. They greet friends and play happily with activities of their choosing. The curriculum is ambitious and supports children to blossom in both skills and knowledge. Children are expertly prepared to be lifelong learners. All children make excellent progress from their starting points. All staff have exceptional knowledge of each child, from their characters, and interests, to their next steps in learning. This shared knowledge supports children to build on what they already know and can do. Older children are motivated learners who show resilience, perseverance and maturity beyond their years. They seek challenge and confidently attempt new learning. Children readily ask staff for help or reassurance as they practise new skills, such as chopping wood for the campfire.

Children show such interest and enthusiasm for new experiences. For example, babies are captivated by twinkling lights and shiny materials as they learn about light and dark. Young children excitedly investigate capacity as they enjoy filling and emptying vessels as they play with water. Staff beneficially model capacity vocabulary with them, such as 'empty', 'some', 'full', as they play alongside. Older children create starry night sky images. They excitedly discuss the features of an artist's work before making their own. Staff show a cohesive approach to supporting learning and development. Enthusiasm and creativity are greatly valued. This encourages high levels of self-confidence in children, who show pride in their learning.

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

- Staff have high expectations for children. They support them to care for one another and understand their feelings. Children share and take turns from a young age. They enjoy helping each other. Staff narrate children's feelings and support them to name their own feelings, so they can be acknowledged and their needs swiftly met.
- Staff's interactions value every child and build on skills and interests. Staff superbly support children's communication and language development. They model language, introduce new vocabulary and teach children to listen to and respect each other. Children relish decorating leaves. They are inspired to throw them in the air, and they take turns to describe them. Children show their excellent skills as they use relevant descriptive words, shouting 'sparkly', 'twinkly' and 'bright'. Staff skilfully introduce the word 'reflective', and children excitedly use it as they play.
- Staff routinely enhance early maths skills with children as they play. Mathematical vocabulary and concepts are explored. For example, when cooking on the campfire, children explore 'more' and 'less' as they create the perfect

porridge. Staff ask children to predict how many ladles of oats and bottles of water will be needed and then they test predictions together. Maths is brought to life, the value and purpose of it, clear to see for children.

- Children enjoy nutritious, balanced meals that form part of a carefully considered menu. Meals are made on site. Children are curious, and they eagerly try a range of foods. They thoroughly enjoy items such as fish, rice, and cucumber salsa. Children sit with staff for meals. Staff model conversations. Children excitedly respond to questions, as they enjoy a sociable eating experience.
- Leaders monitor the impact of the curriculum and culture of the nursery with great effect. They know the children, families and staff very well. When they identify an area for development that will further enhance the learning and development of children, they adapt practice promptly and effectively. For example, the manager has introduced a transition lead in each age group. This supports children's move into the next stage of learning. They lead play visits with children, which allows children to explore their new environment with confidence. All staff develop their skills and knowledge. They attend training that is targeted to meet children's development needs and supports their exceptional progress.
- Children with special educational needs and/or disabilities (SEND) receive excellent support. Staff ensure that activities are inclusive for everyone. Staff build trusting, respectful partnerships with parents and outside agencies so that children needing early help receive it quickly. Staff conscientiously lead interventions shared from occupational therapists or speech and language support. This ensures that gaps in children's learning close and that they can reach their full potential.
- Staff support children's physical development superbly. Staff teach children the physical feelings experienced when there is risk in a situation and think out loud with children to demonstrate how to assess risks. Younger children develop their balance, control and coordination as they explore the garden. Older children enjoy climbing, balancing and creating in forest school. Children are skilled at managing risks as they play. For example, when climbing on fallen tree trunks, children rock the trunk to check stability and exclaim, 'We can sit here. It's safe.'
- Partnerships with parents are strong and support children to flourish. Parents are delighted with the care their children receive. They feel well informed about children's learning and progress. Parents are thankful for the support and guidance they receive from staff on aspects of care, such as developing sleep routines and promoting positive behaviour at home. The effective relationships formed between staff and parents ensure that children's care and development needs are optimally supported.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY485042
Local authority	Cornwall
Inspection number	10367912
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 4
Total number of places	65
Number of children on roll	111
Name of registered person	Naturally Learning Limited
Registered person unique reference number	RP905872
Telephone number	01726 339855
Date of previous inspection	28 February 2019

Information about this early years setting

Naturally Learning Charlestown re-registered in 2015 and operates in Charlestown, near to St Austell, Cornwall. The nursery opens each weekday from 7.30am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for children. There are 15 members of staff working with the children. Three members of staff hold qualifications at level 6, six members of staff hold relevant qualifications at level 3, one member of staff holds a level 2 qualification, and five members of staff are unqualified.

Information about this inspection

Inspector
Shirley Evel

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 a joint observation with a leader.
- Parents shared their views of the setting with the inspector.

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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