Inspection of Watcombe Children's Centre Nursery

Watcombe Primary School, Moor Lane, TORQUAY TQ2 8NU

Inspection date:	9 May 2025

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

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure at this welcoming nursery. Key persons warmly greet families at the door and children show an eagerness to start their day. Staff ensure children feel settled. They ask parents to send in photos of the family to create a special book that children can access throughout the day. Children enjoy looking at photos and talking about family members to help provide them with reassurance and comfort.

The nursery curriculum is planned effectively to build on children's current skills and abilities. Staff ensure children's communication and language is at the forefront. Staff consistently use sign language with children from an early age. Children quickly learn how to make their needs known. For example, babies begin to learn gestures such as pointing and older children use words to accompany their actions.

Children behave well and have a positive attitude to learning. The nursery has puppet mascots, 'Smokey' the careful squirrel, 'Oliver' the thoughtful owl and 'Rosie' the kind robin. These help to promote positive behaviours and support children with their feelings and emotions. Staff also use these to help children learn social skills such as teamwork and sharing.

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

- Leaders and staff attend regular training and consistently research new ideas to help continue their good practice. For example, staff implement strategies to help older children learn how many items they have in a group without counting them to support their mathematical development. Additionally, staff recognise when children may become overwhelmed from sensory experiences and have created a 'well-being room' where children can relax in a quiet space.
- Babies show a keen interest in songs and maintain their attention well, such as during group singing time. Staff encourage older babies to copy the actions, say single words and to use props to support their communication skills. Babies listen carefully, waiting for staff to sing their name within the song. When it is called, older babies know it is their turn to go and wash their hands in preparation for lunch. They understand routines well.
- Toddlers show a keen interest in nature and the world around them. For example, they excitably go on a 'bug hunt', using their magnifying glasses. Staff encourage them to gently pick up their insect and to place it in a special pot so they can examine it more carefully. Children use clear sentences to talk about what they have found.
- Older children learn how to manage risks effectively. They confidently climb trees and hang upside down from branches. Children carefully balance wooden

blocks to stand on so they can reach the higher branches, pretending to saw these off. They also enjoy batting balloons that staff hang from trees to encourage their hand-eye coordination. Children understand the risks and learn about their own capabilities.

- Children enjoy the responsibility of looking after the nursery guinea pigs 'Marigold' and 'Rosie-Posie'. Each day, a 'special helper' is nominated to look after them, providing children with the responsibility of caring for pets. Children learn about how to keep them safe and well cared for.
- Older children enjoy woodwork sessions. Staff teach them how to use specific tools, such as saws, hammers and a vice. Children practise cutting thick pieces of cardboard to begin with to help develop their skills. Staff celebrate their achievements.
- Overall, staff help build on children's current learning. For instance, they talk to children about their pictures using words such as 'artist'. They engage with children well, explaining how they are going to make a mosaic using dough and pasta sheets. Staff show pictures to children of stained-glass windows and what they will be creating. However, staff do not consistently help all children to recall prior knowledge to help them make connections to previous experiences to enhance their learning.
- The nursery has formed strong relationships with parents and carers. They provide a robust settling-in procedure, gathering important information from parents about children to ensure they settle quickly. Staff provide book bags and activity packs that children can take home, helping to promote a consistent approach to learning.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- help children to recall and connect experiences to further enhance their learning.

Setting details

Unique reference number	EY341775
Local authority	Torbay
Inspection number	10392517
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	45
Number of children on roll	121
Name of registered person	WPS Childrens Centre CIC
Registered person unique reference number	RP526539
Telephone number	01803 316 959
Date of previous inspection	29 August 2019

Information about this early years setting

Watcombe Children's Centre Nursery registered in 2006 and is located on the grounds of Watcombe Primary School, in Torquay, Devon. It opens Monday to Friday from 7.30am to 6pm, for 51 weeks of the year. There are 28 staff employed by the nursery. Of these, one staff member holds qualified teacher status, one holds a level 6 qualification and three staff hold qualifications at level 5. There are two staff with a level 4, 10 staff with level 3 qualifications and two staff hold relevant qualifications at level 2. Five members of staff are unqualified or training for an apprenticeship. The nursery receives government funded places for childcare and also receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Joanne Steward

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 manager and inspector carried out a joint observation of older children engaged in a spontaneous activity with staff.
- Parents shared their views of the nursery with the inspector.
- Leaders provided the inspector with a sample of key documentation on request.

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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