

# Naturally Learning Childcare

Old Church Hall, Church Road, Charlestown, St. Austell, PL25 3NS

## Inspection date

Previous inspection date

06/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

## The quality and standards of the early years provision

### This provision is good

- Children are well behaved and staff promote their social skills through positive role modelling.
- There are robust systems for staff mentoring, appraisal and supervision, which promote good practice.
- Staff have a good awareness of children's safety and help children develop their understanding of keeping safe. This means children can confidently move around the environment and initiate their own play choices.
- The nursery team has positive partnerships with parents, other professionals and settings. This helps to support the good progress that children make.
- Children develop the skills that they need for the future, in preparation for the next stage in their learning, including school.

### It is not yet outstanding because

- Staff do not always provide sufficient resources to extend children's learning further, in order to support them in reaching their potential.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector viewed the premises, toys and equipment.
- The inspector engaged in discussion with children, staff and parents.
- The inspector sampled nursery documentation and children's records.
- The inspector engaged in a joint observation of an adult-led activity.

## Inspector

Jayne Pascoe

## Full report

### Information about the setting

Naturally Learning Childcare, Charlestown, registered in 2013. It is privately owned and managed by two qualified early years teachers. It is part of a small chain of provisions in Cornwall. The nursery operates from self-contained premises in the grounds of the Church in Charlestown, near to St Austell in Cornwall. The nursery makes use of the local environment, including the local school, their adjoining grounds and the beach for weekly forest and beach school visits and for outside play and exploration. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery opens each weekday from 8am to 6pm, for 51 weeks of the year. There are currently 60 children in the early years age group on roll. Some also attend other early years settings. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language. The nursery receives funding for the provision of free early education to children aged three and four years. There are eight members of staff working with the children. All hold relevant early years qualifications. The manager holds qualified teacher status and early years professional status.

### What the setting needs to do to improve further

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

- extend opportunities to enhance children's learning even further; for example, by providing illustrated recipe cards to support cooking activities and photographs of what is potentially achievable when using familiar everyday resources, such as wooden building blocks and role play.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how children learn and develop. They work closely with parents to establish children's individual preferences, abilities and interests. This enables them to identify children's starting points and plan appropriate activities to help them make good progress across all areas of learning. Staff are skilful in their interactions with children. They support children well during both adult-led and self-initiated play, by providing plenty of praise and encouragement. They also ask open questions and encourage children to extend their vocabulary, by introducing new words. This is particularly evident during the making of 'chocolate play dough', during which children discuss the range of ingredients and explore the different smells, textures and change in consistency. Staff make good use of the outdoors to support children's learning. They enable children to enjoy free play physical activities and group games that support the development of their personal, social and communication skills. Regular trips to the beach and Forest school offer children good experiences to explore their local environment.

Children who visit Forest school for the first time are supported extremely well to ensure they feel safe and secure and enjoy the experience. Children show great excitement and enjoy a mini beast hunt, choosing which logs to turn over as they seek out different insects. Staff teach children to handle the creatures with great care, for example, as they observe how they move across their hands, before carefully placing them back in their habitat.

Staff are competent in their ability to teach children through use of a wide range of interesting toys, resources and equipment. They interact appropriately to demonstrate and encourage the correct use of small tools, such as scissors. As a result, children persevere to master this skill. Staff have high expectations of children and generally provide sufficiently challenging activities. However, some opportunities to extend learning even further, to ensure that all children reach their potential, are missed. For example, children follow verbal instructions from the member of staff to make dough and develop familiar creations and scenarios during free play with building blocks and role play. At these times, opportunities to help them to extend their ability to follow visual and written instructions, recognise numerals and aspire to achieve more challenging goals are not always provided. Staff support children's language development by posing questions and providing material props so children retell their own version of a story. They promote children's social and imaginative play effectively. For example, they encourage children to work cooperatively and take turns as they use large pieces of material to recreate the movement of waves in the water and become tadpoles.

The nursery staff work very closely with parents and other professionals prior to children starting to ensure their needs are well known by staff. Children learning English as an additional language are supported well. For example, staff use the library to find books in children's home language. The staff maintain this close partnership with parents so they are able to fully support all children, including those with special educational needs, to engage in worthwhile activities. As a result, children are enthusiastic, inquisitive and keen to learn.

The key-person system is generally effective in ensuring that children's needs are identified and met. Most parents are familiar with their child's key person and provide very positive feedback on the high level of support and advice provided by these early years practitioners. In turn, this promotes regular information sharing and enhances opportunities for shared learning at home. Assessment records are readily accessible and shared regularly with parents to celebrate children's achievements. Appropriate areas for development are identified, which are successfully linked to future activities. This ensures that children have good opportunities to make progress on a regular basis. As a result, staff help children to acquire the key skills required for their next steps in learning and ultimately for their move on to school.

### **The contribution of the early years provision to the well-being of children**

Most children, with the exception of some who are attending for the first time enter the nursery enthusiastically and separate easily from their parent. At this time, the effectiveness of the key-person system is evident, as the designated member of staff

supports parents and children well. As a result, children busy themselves in favourite activities while parents leave. Parents whose children are new to the nursery are encouraged to stay for as long as they wish. When they do choose to leave, the caring and attentive adults reassure, comfort and sensitively meet the children's needs. Children are confident and happy. They establish very positive relationships with their key person and other staff members. This promotes their well-being and helps them to feel safe and secure. Children also form strong friendships with other children. They follow the positive examples set by adults and are helpful, polite and considerate to others. Staff teach children to respect differences between people through ongoing discussion and use of appropriate toys, books, resources and planned activities.

The nursery is welcoming, light and well organised. Staff enable children to develop their independence as the toys, equipment and resources are kept at child height, in open storage units. As a result, children move freely and confidently within the nursery. They learn to manage their own personal care needs as toilet and hand-washing facilities are easily accessible. They play outdoors as and when they wish, under adult supervision. The garden is to the side of the nursery and children generally access it via the stairs to the lower ground floor of the building. However, alternative access is possible around the perimeter of the building. Children learn to manage everyday risk as they negotiate the stairs and handle tools and equipment. Staff talk to them about how to do this safely and demonstrate how. Children also develop an understanding of maintaining their own safety as they participate in Forest school and beach school activities. Before leaving the nursery building, staff teach children aspects of keeping safe. As a result, children know they need to walk sensibly on the pavement. Access to these outdoor activities provides children with opportunities to climb, build and dig using natural resources and large tools and equipment. Staff are vigilant in keeping children safe at these times.

Children learn to keep themselves in good health as they follow effective hygiene routines. Staff provide nutritious snacks and meals in sufficient quantities for children's individual needs and talk to children about the importance of healthy eating. Daily opportunities for fresh air and physical exercise outdoors help to support children's physical development. Strong partnerships with parents and early years practitioners at other settings are in place. These positive working relationships ensure that children are well prepared for their move on to other provision and school.

### **The effectiveness of the leadership and management of the early years provision**

Staff have a secure understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. They have a good understanding of the local safeguarding procedures and are confident to follow these if required. Recruitment, supervision and training procedures are robust and place a strong focus on safeguarding. The registered individuals provide staff with regular training opportunities to support their ongoing professional development. This also helps to keep staff up to date and to extend their knowledge and skills further. For example, there is a rolling programme for paediatric first aid to ensure staff remain up to date with their first-aid training. The good range of written policies and procedures is regularly reviewed and

updated as required. These are shared with staff and parents, which helps to maintain consistency in practice across the nursery. Therefore, staff are effective in safeguarding the children in their care. In addition, they teach children to learn to keep themselves safe, as they regularly practise the emergency evacuation procedures together.

Staff are confident and competent in their role and responsibilities. The registered individuals support them effectively through the provision of ongoing supervision, training and mentoring. All staff demonstrate a good understanding of how children learn and develop. Effective systems to monitor, assess and plan for children's learning are in place. Staff use these in partnership with parents to successfully support children's progress. Partnerships with other early years agencies are also effective in making a positive contribution to meeting children's individual needs. The nursery demonstrates a strong commitment to driving future improvement. They regularly evaluate their own progress, reflect on what they have achieved and identify appropriate areas for future development. In addition, they have introduced effective systems with which to encourage children and parents to take an active role in this process. As a result, all are fully included in creating plans for the future development of the nursery provision.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY463789
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	923308
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Naturally Learning Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07769342133

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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