

# Egloskerry Nursery

Egloskerry, Launceston, Cornwall, PL15 8RT



## Inspection date

29 November 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff are reflective of their practice and committed to ongoing development. They take account of the views of children and parents to help them improve outcomes for children. For example, staff now provide more time for parents to discuss children's achievements at the end of the day, to strengthen children's learning and development further.
- Partnerships with local schools are strong. Staff organise joint activities to help children to get to know the school environment and become familiar with school staff. Children move on to school with confidence and self-assurance.
- The quality of support to children's learning is good, and staff interact positively with children to extend their play. For example, staff ask questions that challenge children's thinking as they enjoy using toy diggers and trucks in the sand outdoors. Children concentrate, enjoy solving problems and become motivated to learn.
- Staff provide a rich and stimulating learning environment. The good range of interesting resources, such as sensory toys, encourages children to be curious and explore. Children make good progress from their starting points.

### It is not yet outstanding because:

- Although children develop good creative skills, there are times when staff do not encourage them to fully explore their own ideas and develop their imaginations further.
- Staff do not provide a wide and varied range of experiences and resources to fully extend children's understanding of other cultures beyond their own.

## What the setting needs to do to improve further

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

- provide more encouragement for children to explore their own ideas to develop their imaginations and extend their creative skills further
- extend the range of experiences and resources to help children to develop a greater understanding of cultures beyond their own.

### Inspection activities

- The inspector observed staff engaged in activities with children indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the management team and looked at a range of documentation and children's records.
- The inspector spoke to staff, children and parents and took account of their views.
- The inspector looked at the nursery's self-evaluation.

### Inspector

Margaret Baird

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff are well qualified, which has a positive impact on children's learning. They strive to improve their skills even further. For example, following training, staff enhanced opportunities for children to develop and extend their mathematical development across all areas of the nursery. The manager monitors children's learning conscientiously to notice any gaps in children's development. She uses funding to good effect and works in effective collaboration with outside agencies to help all children achieve their full potential. Partnerships with parents are good. Staff facilitate an effective two-way flow of information to successfully involve parents in their children's learning. Children benefit from a consistent approach to their care and learning. Safeguarding is effective. The manager and staff are clear about the correct procedures to follow should they have concerns about a child's welfare.

### Quality of teaching, learning and assessment is good

Staff assess children's levels of development thoroughly. They use their precise assessments to plan personalised learning to support children to achieve the next steps in their learning well. Staff help children to develop good communication and language skills. For example, they listen carefully as older children talk about their experiences, encouraging them to explain their views in detail, and use a wide vocabulary. Staff skilfully repeat words and extend sentences to help younger children to make their needs known. Children benefit from regular opportunities to explore and understand the natural world. They enjoy using their senses to find out about the different aromatic herbs they grow outdoors, and pick them to use during play, for example.

### Personal development, behaviour and welfare are good

Staff are kind and caring, and form strong bonds with children, supporting their emotional development well. They create a calm and nurturing atmosphere where children develop a firm sense of belonging and themselves. For example, children show enjoyment and pride in being chosen as the special helper for the day. Staff continually praise children's achievements. Children gain confidence to take part in activities with enjoyment and enthusiasm. Children are secure in following good hygiene routines and know that it is important to wash their hands before eating and after messy play. They enjoy healthy snacks and regular opportunities for fresh air and exercise, adopting healthy lifestyles. Staff are vigilant about children's safety and provide a secure environment, while supporting children well to manage risk for themselves.

### Outcomes for children are good

Children gain the skills and attitudes necessary for moving on to school and future learning confidently. They are independent and manage tasks, such as dressing for outdoor play with skill and self-assurance. Children develop good early literacy skills. Older children recognise and write letters of the alphabet, and younger ones enjoy making marks with sticks and mud, and gain good manipulative and sensory skills.

## Setting details

<b>Unique reference number</b>	EY494404
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1027540
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01566 785684

Egloskerry Nursery registered in 2015 under the ownership of the Pre-School Learning Alliance organisation. It operates from premises located on the Egloskerry Primary School site, near Launceston in Cornwall. The nursery is open on Monday, Tuesday, Wednesday and Friday from 9am until 3pm, during term time only. The nursery receives early education funding to provide free places for children aged two, three and four years. There are three staff employed to work with the children, all of whom hold relevant early years qualifications. The manager holds a foundation degree in early years teaching and learning.

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