

Inspection of Helston Day Nursery

Helston Community College, Church Hill, Helston, Cornwall TR13 8NR

Inspection date: 8 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children have a lovely time at this nursery. They have strong, positive relationships with the manager and staff and happily come to nursery each day. They are calm and engaged in their play and concentrate well. Children behave politely and kindly towards others and quickly help their friends to overcome difficulty.

Staff support children to develop their independence. Children serve themselves lunch, pour their drinks and older children eagerly help staff clear away milk bottles after snack time. They confidently access materials, for example paintbrushes to create different-size brush strokes in their painting. A child-height noticeboard displays photos of examples of good behaviour. This includes images of children following the daily routine, using table manners and helping friends. Younger children talk together about how they can copy the guidance.

Children have access to lots of exciting toys and activities. For example, they explore creative skills, moulding and printing with cocoa scented dough. They enjoy squeezing the dough and talking about its 'yummy' scent. Older children hold meaningful conversations with staff who give them time to think and respond. Staff encourage children to remember what they know and can do. During lunchtime, staff ask children what they have done and enjoyed during the morning session.

Younger children enjoy sharing and recalling experiences from home, developing their memory and conversation skills. For example, staff support them to explore the topic of transport. They enthusiastically bring in photos of the types of transport they have travelled in with their families.

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

- Managers and staff have created an ambitious curriculum. Planning is primarily based on children's interests. For example, younger children have shown an interest in the signs of winter. Staff have planned activities which incorporate this interest and children find the activities really interesting. Children make good progress in their learning and development. Pre-school children confidently explain what they do, for example fishing for numbers and toy animals in a water tank. Older children recall prior learning as they recognise and name numbers, like the symbols for nine and eight, and name different sea creatures. However, in the 'Under Three' room, staff do not always plan activities that engage and support all children in their learning and development, particularly the younger children during group times.
- Staff support children to understand the wider world and their local community with visits to the local secondary school. Teachers welcome children to the school for exciting science activities. They recently guided children to learn

about outer space, including the planets in our solar system, how to use telescopes and how to make space rockets. Staff sent telescopes home for the children to explore further with their parents and extend their learning and development.

- Staff support children to understand and celebrate religious and cultural celebrations. For recent Chinese New Year celebrations, children explored the animals of the Chinese Zodiac, created masks of the animals and performed a play, developing their creative skills. Staff support children to celebrate local celebrations, like St Piran's Day. They learn Cornish songs and stories. Additionally, staff encourage children to understand how people live in other countries. There is a dedicated corner in each room which supports children to explore other cultures, nations and languages. National flags decorate the area and children access bilingual books. Children understand how words and letters in other languages can be written with different symbols.
- Leaders and managers have a clear and ambitious vision to provide high-quality education for all children. Staff work well as a team and feel supported in their roles. Managers provide staff with effective professional development which builds on their knowledge and practice over time. Managers support staff and ensure they have sufficient time to complete their workload to avoid any unnecessary burdens. The committee provides support for the manager in her role, for example with monthly mentoring sessions. The manager prioritises her time well and focuses on the children's needs.
- The manager has created a strong emphasis on developing children's language and communication. Staff read books to the children throughout the day and children enjoy listening to them. Staff read stories in an interesting way. Children take turns to talk about what is happening in the story and gain confidence speaking in a group. Older and younger children are confident communicators.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers follow a robust recruitment procedure. Staff inductions are well planned and rigorous. Managers have created suitable safeguarding arrangements, policies and procedures. Staff know how to recognise the signs of possible abuse. They are knowledgeable in safeguarding procedures and know how to put them into practice. They know how to record concerns and how to refer them to relevant agencies. Managers conduct regular risk assessments on the premises and equipment to ensure children are safe from harm. Staff support children to develop their understanding of when they might be at risk during their play and where to get support if they need it.

What does the setting need to do to improve?

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

- support staff to develop activities that enable younger children to take part and engage more, with a particular focus on group times.

Setting details

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| Unique reference number | 102759 |
| Local authority | Cornwall |
| Inspection number | 10276328 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 30 |
| Number of children on roll | 27 |
| Name of registered person | Helston Day Nursery Committee |
| Registered person unique reference number | RP522071 |
| Telephone number | 01326 575010 |
| Date of previous inspection | 12 July 2017 |

Information about this early years setting

Helston Day Nursery registered in 1990. It operates from a large portable building in the grounds of Helston Community College in Cornwall. The nursery is open each weekday from 8am to 5pm, during term times and some school holidays. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are four members of staff, all of whom hold appropriate childcare qualifications at level 3.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- This was the first routine inspection the nursery 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 provider.
- The inspector spoke with the staff and children during the inspection.
- The inspector observed the quality of the curriculum during activities and assessed the impact this has on children's learning.
- The inspector spoke to parents and read feedback from parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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