

Truro College Day Nursery

Truro College, Chyvelah House, College Road, Truro, Cornwall, TR1 3XX



Inspection date

18 May 2015

Previous inspection date

12 July 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are happy, confident and secure in the nursery because they develop strong bonds and relationships with their key person.
- Staff encourage parental involvement in their children's assessment and learning, meaning they promote children's care needs and progress well.
- Staff know their key children well and are responsive to their needs. They plan and provide targeted experiences and activities to promote children's learning and development, so that each child makes good progress across all areas.
- The setting liaises well with other providers and agencies to provide continuity of care and learning, and to meet the needs of any children needing additional support.
- The management team monitors staff training needs well, resulting in improvements to practice. Staff put their training to good use, especially to promote children's communication and language development and their good behaviour.
- Staff work together to reflect on and evaluate the effectiveness of their practice, demonstrating their commitment to drive future improvements.
- Young children develop mobility and balance outdoors, and enjoy walking and jumping across stepping stones and low-level planks.

It is not yet outstanding because:

- The outdoor area lacks challenge for older children, so they can climb and move over a variety of levels and develop upper body strength.
- Although staff use some visual displays, they do not find ways to help the younger and new children become more aware of, and familiar with, the daily routine.

What the setting needs to do to improve further

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

- provide more challenging opportunities for older children when playing outdoors, so they can climb and develop their upper body strength
- develop ways to support the new and younger children's awareness and understanding of the setting's daily routine.

Inspection activities

- The inspector took account of the views of parents and carers included in the setting's own parent survey.
- The inspector carried out a joint observation alongside the deputy manager.
- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector held discussions with the provider and staff.
- The inspector checked documents relating to the suitability and qualifications of staff and sampled documentation regarding planning and children's progress.

Inspector

Lynne Bowden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff successfully establish children's starting points in partnership with parents to identify children's next steps and plan challenging activities. Staff make good use of daily routines to reinforce children's learning. For example, mealtimes are sociable experiences, where children develop a range of skills. Older children self-register as they recognise their name cards. They serve themselves, count out pieces of fruit and pour out their drinks. Young children learn to feed themselves. Effective planning makes good use of suitable resources that support children's learning well. Older children enjoy using scales and show their understanding of mathematical language as they explain how the heavier bucket contains more bricks. Young children learn about shapes and sizes because staff encourage them to complete jigsaw puzzles of varying difficulty. Babies enjoy recognising photographs of their families, with encouragement from staff, which develops their language and communication. Outdoor activities promote children's physical skills as they explore and balance; however, there is little physical challenge for older children to develop upper body strength through climbing, for example. The setting works well in partnership with others to ensure continuity in children's learning experiences. They work with schools by sharing information to support and prepare children well for starting school.

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

The warm relationships children have with their key person promote their confidence and self-esteem well, meaning children enjoy their time at nursery. Staff use sign language throughout the nursery, which extends children's communication skills well. Children learn to respect and value different lifestyles and cultures through their use of resources, including books and toys, which reflect our diverse society. All children benefit from the fresh air and space for energetic play outdoors, and learn the importance of healthy diets. Children behave well, because staff remind them of their expectations by using traffic light colours, which children understand and adapt their behaviour accordingly. However, staff have not found other ways to help younger and new children become more familiar with expectations and the daily routines.

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

There are comprehensive safeguarding policies and procedures, meaning staff have a secure understanding of procedures and their responsibilities to safeguard children. The provider follows effective systems to check staff suitability. The premises are safe and secure and staff carry out regular safety checks. The manager monitors the effectiveness of the education programme well to identify and address any gaps in children's learning. This leads to continuous improvement and all children receive quality care and learning.

Setting details

Unique reference number	EY263094
Local authority	Cornwall
Inspection number	837269
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	37
Number of children on roll	57
Name of provider	Truro College Governing Body
Date of previous inspection	12 July 2010
Telephone number	01872 267060

Truro College Day Nursery is managed by the governing body of Truro College. It registered in 2003 and operates from a detached, two storey property, within the college campus. The nursery is situated on the outskirts of the city of Truro, Cornwall. It is open each weekday from 8am until 6pm, for 51 weeks of the year. The nursery is in receipt of early education funding for two-, three- and four-year-old children. There are 16 members of staff. Of these, one has Early Years Professional Status, another has Qualified Teacher Status, one holds an early years qualification at Level 5, two hold Level 4 qualifications and the remaining 11 staff members hold Level 3 qualifications.

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