

Inspection of Torpoint Teddies Day Nursery

16 Antony Road, Torpoint PL11 2JW

Inspection date:

9 April 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children enter the nursery happily and with confidence and are eager to explore the resources and toys that staff have set out for them. Staff greet the children warmly and are sensitive to their needs. For example, they settle two-year-old and pre-school children on cushions and mats with their comforters if they want to rest. Staff provide gentle reminders for children about the expectations for their behaviour, although they do not help children to think and learn about their feelings and emotions or the reasons for the rules.

Staff provide support for children who require additional help during one-to-one activities. However, staff do not plan how to give these children the extra attention and interaction needed throughout the rest of the day, to help them make more progress in their learning. Overall, leaders and staff plan and provide a broad curriculum for children, taking account their interests and what they need to learn next. Babies and toddlers giggle happily when they explore different textures. Two-year-old children learn to put on their coat and boots to play outside and pre-school children persevere as they balance along beams. At times, staff do not challenge and extend the learning of the older and more able children as effectively as they could.

Leaders and staff have a robust understanding of risk and provide a safe and secure environment for the children. Leaders have reviewed their risk assessments and made adaptations to the premises and staffing arrangements to improve the supervision of children, including during mealtimes.

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

- Staff assess children accurately and identify when children would benefit from additional support at an early stage. Although staff provide some extra help at planned times, these children do not receive much attention from staff throughout the rest of the day. Consequently, some children spend much of their time wandering around silently by themselves without support from staff, although they are contented.
- Leaders have taken action to make improvements following the last inspection. For example, they have developed the planning and delivery of the curriculum to provide children with stimulating learning experiences.
- Staff are skilled at modelling language, including repeating what children say before responding and introducing new words. For example, staff teach pre-school children that sick animals need to see a vet rather than a doctor. However, at times, staff do not support or encourage the two-year-old and pre-school children to speak using sentences when sharing their thoughts and ideas. Since the previous inspection, leaders are still in the process of developing the

quality of staff's interactions, to extend children's communication and language development further.

- Staff help children to understand how to behave. Children reminds their friends of the rules, such as not to kick each other and the need to use their 'listening ears'. However, staff do not support children to consider how they are feeling and what they could do differently next time, and to learn the consequences of their actions.
- Staff are kind and caring and form warm relationships with the children. Children feel comfortable in staff's care and demonstrate friendly behaviours. For example, two-year-old children confidently announce their arrival by shouting 'hello!' to their friends and staff.
- Staff are enthusiastic and playful, which helps to build children's confidence to take part and try new things. With some initial encouragement, babies explore bubbles excitedly and copy staff when they clap to celebrate the children's achievements. Two-year-old children rush excitedly to join group activities after they have had their nappy changed so they do not miss out. At times, staff do not challenge the older and more able children as effectively as they could, to extend their learning further.
- Partnerships with parents are effective. Staff share information with parents about their children's care and learning and support the parents to continue some activities at home, such as reading to children. Parents speak positively about the relationships that staff form with the children and of the care their children receive.
- Staff are skilled at settling children when they are new or if they become upset. They offer children cuddles and use toys, favourite books and songs to distract them.
- Leaders and staff have a secure knowledge of safeguarding. They know how to identify concerns about children or staff's conduct and understand how to report their concerns to senior staff and outside agencies.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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provide more targeted support for children who require additional help, to engage them and develop their knowledge and skills more consistently.	03/05/2024
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To further improve the quality of the early years provision, the provider should:

- continue to support staff to develop the quality of staff's interactions with two-year-old and pre-school children, to extend their speech and language development
- review strategies used by staff to help children to understand the rules and to support them to recognise and manage their feelings and behaviour
- monitor the planning of the curriculum to support staff to challenge every child and meet their individual learning needs during adult-led activities.

Setting details

Unique reference number	2694301
Local authority	Cornwall
Inspection number	10324986
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	40
Number of children on roll	57
Name of registered person	Grey, Sally Marie
Registered person unique reference number	RP905697
Telephone number	01752 916090
Date of previous inspection	15 November 2023

Information about this early years setting

Torpoint Teddies Day Nursery registered in June 2022. The nursery operates from a purpose-built building in Torpoint, Cornwall. It is open all year round from 7.30am to 5.30pm Monday to Thursday and from 7.30am to 5pm on Friday, except for bank holidays and two weeks at Christmas. The nursery employs eight members of staff. Of these, one holds a relevant childcare qualification at level 5 and six staff hold a relevant qualification at level 2 or 3. The nursery receives funding for early years education for children aged two, three and four years.

Information about this inspection

Inspector
Sarah Madge

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager took the inspector on a learning walk of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting and took account of the views of parents.
- Staff spoke to the inspector during the inspection.
- The inspector held a meeting with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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