

Inspection of Torpoint Teddies Day Nursery

16 Antony Road, Torpoint PL11 2JW

Inspection date:

25 June 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The provider does not do enough to ensure children are kept safe. This is despite being issued with actions requiring them to improve risk assessments and the supervision of children. Staff are still unable to identify or respond to hazards. For example, staff lift children onto equipment that is not suitable to their level of development, then walk away leaving children stuck and unable to get down safely. In addition, the supervision of children remains weak and ineffective. Staff do not notice when children put small objects in their mouths, creating a serious choking hazard. Leaders identify children with special educational needs and/or disabilities (SEND) and they have created targeted plans for these children. However, staff do not consistently use the strategies in place, or ensure that the plans in place to keep children safe are followed.

Leaders and staff do not understand how to effectively fulfil their roles and responsibilities. This compromises the safety of children, and the quality of the provision is weak. Leaders and staff do not provide a curriculum that challenges or motivates children. Staff do not engage children effectively, and the quality of their interactions are poor. Although older children form positive relationships with staff and peers, they do not receive sufficient challenge to support their preparation for school. The key-person system is weak and ineffective. Staff do not work closely with parents to meet children's individual needs or to help them feel settled and secure. Older children behave well but staff do not support younger children to manage their behaviours and feelings appropriately. Staff often ignore incidents such as children throwing toys, or respond only by saying 'no', without helping children understand how to manage their emotions more positively and understand why this behaviour is unsafe.

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

- The provider has not taken sufficient action to address ongoing weaknesses in the provision. Weaknesses in staff's understanding of risk assessment and how to supervise children remain. For example, staff do not notice when children drink dirty water in the garden and stand on toys that rock under their feet, as they try to climb on top of equipment. Despite staff being aware that some children need more supervision, they do not ensure that this is adhered to, compromising children's safety.
- The support for children with SEND is inconsistent. While some staff use effective strategies to support children's communication and understanding, others do not. This inconsistency prevents children from learning how to effectively express their needs. Staff do not recognise the level of support needed by each child. They do not interact in ways that children can understand and often just follow children around and pick them up. This causes children to

be distressed and frustrated.

- Staff do not consistently manage children's behaviour in a positive manner, so that children understand what is expected of them. Staff do not recognise when children need support and reassurance after conflicts, and they do not see how the behaviour of some children frightens others and causes emotional distress.
- Although there is a key-person system in place this is ineffective. Leaders and staff do not ensure that they work in partnership with parents to meet children's individual needs. Staff do not follow parent's requests regarding their children's care. For example, babies are left playing throughout the day with dummies in their mouths, despite parents requesting that dummies are only used during sleep times. This does not provide children with the consistency that they need.
- Insufficient action has been taken to equip leaders and staff with the skills needed to keep children safe and to deliver a challenging curriculum that meets children's needs. Staff do not have a good understanding of what children need to learn or how to support their development effectively. Although children like exploring some of the resources and activities that are available to them, the curriculum lacks sufficient challenge and does not prepare children well for their next stage of learning. Older children enjoy playing with water and doing puzzles, but these activities do not sustain their engagement or motivate them to learn.
- Children enjoy outings to the local park, where they use the different play equipment to test their physical skills and explore their local environment.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure leaders and staff understand how to identify risk, and take appropriate action to keep children safe	04/07/2025
improve the deployment of staff and the supervision of children, to keep children safe and to meet the needs of all children	04/07/2025

ensure that children who have special educational needs and/or disabilities (SEND) receive the appropriate support and supervision they need to keep them safe and to promote their learning	04/07/2025
ensure staff manage children's behaviour in a positive way that enables children to learn to manage their feelings and emotions appropriately	04/07/2025
ensure leaders and staff receive effective support and training to ensure that they understand their roles and responsibilities	04/07/2025
ensure the key person system is effective, and staff engage with parents to meet children's needs.	04/07/2025

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
construct and implement a curriculum that meets all children's individual learning needs and offers appropriate challenge, to help them make progress in their learning.	17/07/2025

Setting details

Unique reference number	2694301
Local authority	Cornwall
Inspection number	10410637
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	42
Name of registered person	Grey, Sally Marie
Registered person unique reference number	RP905697
Telephone number	07376173607
Date of previous inspection	12 February 2025

Information about this early years setting

Torpoint Teddies Day Nursery registered in June 2022. The nursery is in Torpoint, Cornwall and opens 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 12 members of staff. Of these, one holds a relevant childcare qualification at level 5 and eight staff hold relevant qualifications at level 2 or 3. The nursery receives government funded places.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The acting manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector and the acting deputy manager carried out a joint observation of an activity.

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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