

# Inspection of Jumblies Day Nursery

Jubilee Wharf, Commercial Road, Penryn, Cornwall TR10 8FG

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Inspection date: 21 March 2022

**Overall effectiveness** **Good**

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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 are very happy and secure. They develop a strong sense of belonging as there is a very effective key-person system in place. Staff know the children extremely well. They display photos of the children and their families to promote conversations about home. Children quickly become engaged in the variety of carefully chosen activities. They chat with friends and staff and share their news. Children make good progress through the well-sequenced curriculum. Staff have high expectations for all children, including those with additional needs. Staff use their knowledge to support children to achieve their next steps. For example, children explore coloured water and flowers with cylinders and pipettes. Older children create potions, while younger children begin to understand words such as 'full' and 'overflowing'.

Children behave very well and know the routine. For example, older children participate well in carpet-time activities and support younger children to sit and take part. Children learn to take turns and become independent. For example, they fetch brushes and sweep the floor to help tidy up after an activity. Parents are delighted at the progress their children make. They feel involved with their children's learning as staff ask them to regularly share achievements from home.

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

- Children learn about the world around them. They explore the seasons and begin to understand how things grow. When adults ask what plants need to grow, children respond with 'sunlight' and 'water'. Older children learn new words rapidly. They name different parts of flowers. They explore the flowers, labelling the petals and touching the centre of the flower. Children create potions using the flowers. They use language for labelling colours.
- Children enjoy songs and rhymes. They listen to stories with interest. Staff are very effective at supporting those children who are bilingual. The children share stories in both their languages. They take these books home to share with their family. Babies and toddlers enjoy singing songs and rhymes. Staff provide a narrative for their play.
- Leaders are reflective and evaluate their practice well. They develop action plans to ensure all children make progress. They identify areas of children's development that need particular focus each term. For example, last term the staff focused on children's emotions and communication skills. Children needed support in these areas after the national lockdowns during the pandemic. Leaders support and nurture staff really well. They help them to develop their practice and provide training.
- The curriculum is carefully planned to ensure older children are ready for school. Children learn to be independent and to follow adults' instructions. For instance,

children change their own clothes when they get wet during water play. Children sit and listen during group times. They stay focused during staff-led activities for extended periods. However, children in the pre-school room do not have many opportunities to choose and engage in their own play to further extend the use of their imagination to solve problems and to test their own ideas.

- Children learn to be aware of potential danger and how to keep themselves safe. They go on trips to the local park and around the wharf with staff. They learn how to cross roads safely under staff's supervision. Children learn to balance and coordinate their bodies as they climb and slide on the climbing frame. Staff encourage them to do this independently. They praise children as they acquire these new skills. Children enjoy practising yoga each week, which helps to develop their core body strength.
- Staff have developed strong and effective relationships with the local schools. They support children's transitions to school through these partnerships. Leaders seek regular feedback from schools. They use this to make sure all children have the right skills when they leave the nursery. Staff work closely with other agencies to ensure all children have the right support in place to thrive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know all categories of abuse and are confident at recognising possible signs of this in young children. They know how to record any concerns and who to share these with. Staff understand the wider issues of safeguarding. Leaders and managers support staff effectively in keeping up to date with the latest policies and procedures to safeguard children. Staff know what to do if they are concerned about a member of their team. Leaders and managers have robust systems to assess risks indoors and outdoors. They take immediate action to reduce any risks.

## **What does the setting need to do to improve?**

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

- ensure children have more time throughout the day to initiate and engage in their own play to use their imagination and test their ideas.

## Setting details

<b>Unique reference number</b>	EY350738
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10126017
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Jumblies Day Nursery
<b>Registered person unique reference number</b>	RP526961
<b>Telephone number</b>	01326 376 587
<b>Date of previous inspection</b>	15 March 2016

## Information about this early years setting

Jumblies Day Nursery registered in 2007. The nursery is situated in Penryn, Cornwall. It is open each weekday, from 8am to 6pm, for 49 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs nine childcare staff. The manager holds early years professional status, one member of staff is a qualified teacher, one has a degree-level qualification, one holds a qualification at level 4, and five staff have level 3 early years qualifications.

## Information about this inspection

**Inspector**  
Sian Bath

## Inspection activities

- This was the first routine inspection the provider received since 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 manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and the inspector carried out a joint observation of a small-group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed 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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