

Inspection of Naturally Learning Nansledan

Street Myghtern Arthur, Nansledan, Newquay, Cornwall TR8 4UX

Inspection date: 13 June 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are immensely confident, happy and settled in this nurturing and welcoming nursery. Each child is respected and made to feel special. For instance, they are greeted at the door by their key person who takes the time to cuddle and speak to them, providing individual attention. Children are excited to see the staff and enthusiastically tell their parents who is collecting them from the entrance.

Children benefit from the 'free-flow' nature of the nursery. New and younger children settle quickly after a cuddle with their siblings when needed and they swiftly focus on their play. Older children learn how to interact gently with babies and gain experience of caring and responsibility. Staff model exemplary respect and caring for others. They support children to value individual differences. For instance, they ask children to think about how they make others feel and to recognise the feelings of their friends. Children embrace and enjoy learning about the cultures and languages of other children who attend. For example, they listen to well-known stories in Spanish read by parents in their home languages. They learn about the foods and festivals celebrated by their friends.

All staff have an exemplary knowledge of how they implement their highly challenging and well-thought out curriculum. Staff focus on motivating children through awe-inspiring activities based on local and real-life experiences, such as growing items on their allotment. They also follow and enhance the creative ideas the children come up with through the day. They build children's understanding seamlessly by supporting them to make links to previous knowledge. Children are extremely engaged and enthusiastic. For example, older children are thrilled to show their cutting skills using knives to cut strawberries and then explore how they feel, smell and taste when 'smooshed' by mallets. Toddlers and older babies excitedly point to plants they are growing and match them to pictures in books.

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

- Staff know all children extremely well. They develop truly warm and trusting relationships. They plan activities that are unique to each child. Staff effectively communicate children's needs. For example, they share next steps for children with special educational needs and/or disabilities (SEND) each week with colleagues. All staff skilfully adapt children's play so children are always challenged and progressing. Children display extremely positive attitudes to learning and make swift progress, including disadvantaged children and children with SEND.
- Children develop excellent communication and language skills. Staff consistently use strategies such as signing and modelling language throughout each room in the nursery. Children are highly interactive. For instance, babies approach staff

and encourage them to play with them. They sign 'more' to show that they would like more foods at lunchtime. Staff identify key, ambitious vocabulary they want children to learn and teach children what these words mean and how to use them. For instance, older children talk about strawberries that are 'cultivated' on a farm and which are 'wild' and grow naturally. Children use these words and explain the differences.

- Staff help all children to develop a love of books and retell stories in exciting ways. For example, they act out stories in the garden area using large play equipment to mimic aspects of the book such as tiptoeing through 'caves' and 'squelching' in real mud. They support children's imaginatively play and ability to think of and extend stories of their own. They challenge children to think about what might happen next building children's early literacy and story telling skills. This supports them well for the next stages in their learning and development, including starting school.
- Leaders and staff are unified in their ambition of every child achieving their full potential. They consistently evaluate and review the impact of the opportunities they offer children. Leaders support staff through targeted training and monitoring. For instance, leaders regularly model and coach staff on best practice interactions with children. They encourage staff to further enhance their knowledge and practice through relevant reading of respected theories and reflect on the impact on children. They set highly challenging targets to further enhance staff's already inspirational practice. Staff feel highly valued and supported by the caring leaders who prioritise their well-being and happiness. Staff morale is high and their enjoyment of working in the nursery is clear to see.
- Children show extremely high levels of independence and self-care for their ages. For instance, older babies serve their own foods, feed themselves and wash their dishes without being asked. Younger babies tidy up toys when they have finished playing with them before choosing new resources. Older children learn to assess risks around them and advise others. For example, they tell staff which flowers and fruits can be eaten in the wild and to pick them from 'up high'.
- Staff build strong working partnerships with parents and other professionals supporting children. They create a support network for children and their families. For example, they support parents to complete forms to access additional funding in the home. They work with parents to identify effective use of funding for disadvantaged children. Staff offer parents sessions with specialists such as health visitors and feeding experts. Parents say staff support them to offer the best possible care and learning to their children at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2730844
Local authority	Cornwall
Inspection number	10394720
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	76
Number of children on roll	131
Name of registered person	Naturally Learning Limited
Registered person unique reference number	RP905872
Telephone number	07769342133
Date of previous inspection	Not applicable

Information about this early years setting

Naturally Learning Nansledan registered in 2023. They are situated in Nansledan, Cornwall. They operate from 7.30am to 6pm, Monday to Friday, all year round. There are 27 staff, of whom, one has a level 6 qualification in early education. Of the remaining staff, two have a relevant level 5 qualification, 12 at level 3, two at level 2 and 10 are unqualified, including a chef. The nursery receives funding for disadvantaged children.

Information about this inspection

Inspector

Rebecca Martin

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Leaders and the inspector discussed how they organise the early years provision including the aims and rationale for their EYFS curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and members of the senior leadership team 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 and/or disabilities.
- 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 carried out a joint observation of a group activity with the training lead.
- 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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